

SAINIK SCHOOLS SOCIETY



ADDITIONAL CURRICULUM

FOR

100 NEW SAINIK SCHOOLS

PROPOSED DAILY ROUTINE FOR 100 NEW AFFILIATED SAINIK SCHOOLS

SI No	Time/Period	Name of Activity	Remarks
1	07:30 Hrs	General assembly x 2 per Wk	Prayer, talk on current issues, announcements, National Anthem
		Special assembly x 2 per Wk	Oath taking, talk by staff/ students and conduct common value based activities specified by SSS
		School Gathering x 01 per wk	Activity as decided by school
2	08:00 – 13:30 Hrs	Academic Training/ Classes	Academic syllabus related to CBSE/State Board
3	13:30 – 14:00-Hrs	Seated Lunch at School Dining Hall	Training about all aspects of Dining Etiquettes/ Organized Meal.
4	14:00-14:30 Hrs	Rest	Lunch to be followed by quiet time/ own time for students.
5	14:30- 15:30 Hrs	Value Based Class x 1 per wk	Value based class as specified for each class by SSS.
		Value Based Activity x 01 per wk	Common value based competitions as specified by SSS.
		Skill Based Training x 01 per wk	Fire Fighting/ First Aid/ Self Defence
		NCC/ Drill Training x 01 per wk	NCC/ Parade Training on School Ground
		Special period x 01 per wk	Activity as decided by school
6	15:30- 17:00Hrs	Sports & Games x 02 per wk	Indoor & Outdoor games based on available facilities
		PT / Physical Fitness Training x 02 per wk	PT Training for 45 min followed by athletic training for 45 min
		NCC/Field craft Training x 01 per wk	To train students on various field craft signs/symbols/tactics etc
		Special period x 01 per wk	Activity as decided by school
7	17:00- 17:30 Hrs	Return Sports Gear, Change and Leave for Home	

VALUE BASED TEACHING

Class VI

1. Self Esteem
2. Gender equality
3. Unity and Integrity of India
4. Carnatic and Modern Music
5. Ancient Vs Modern ethics
6. Public Speaking
7. Discipline
8. Indian Armed Forces –Indian Army
9. Eminent Indian Personality

Class VII

1. Goal Setting
2. Creativity
3. Competitive Spirit
4. Personal Hygiene
5. Communal Harmony
6. Punctuality
7. Indian Navy
8. Eminent Personalities

Class VIII

1. Future India in Science – Innovation (Atal Tinkering Labs, Atmanirbhar Bharat)
2. Patriotism
3. Character Building
4. Honour and Respect
5. Awareness of spread of Disease
6. Honesty
7. Indian Air Force
8. Eminent Indian Personality

Class IX

1. Attitude
2. Commitment on Duties
3. Adventure Sports
4. Nautical Science
5. Values
6. Command Structure – Indian Navy
7. Indian Personalities
8. Central Armed Police Forces

Class X

1. Women Empowerment
2. Self-Awareness
3. Remote-Sensing
4. Eminent Personalities
5. Characters of an Ideal Leader
6. Indian Folk-lore, tales, dance, music and painting
7. Command Structure – Indian Air Force
8. Indian Defence Research - DRDO, HAL, NSTL, BHEL, BEL

Class XI

1. Harnessing the competitive spirit
2. Officer Like Qualities
3. Military Science
4. Indian Port
5. Space Science and ISRO
6. Command Structure – Indian Army

Class XII

1. Time Management
2. Inter personal skills
3. Career Guidance
4. War and Heroes
5. Defence Training Establishments, ISRO

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CLASS WISE TOPICS

Class VI

1. Self Esteem
2. Gender equality
3. Unity and Integrity of India
4. Carnatic and Modern Music
5. Ancient Vs Modern ethics
6. Public Speaking
7. Discipline
8. Indian Armed Forces –Indian Army
9. Eminent Indian Personality

CLASS VI			
THEME: Self Esteem	UNIT: Skill	SUBJECT: Self Esteem	DURATION: 02 HOURS
<u>LEARNING OBJECTIVE:</u> <ol style="list-style-type: none"> 1. Build self-esteem by discovering their unique abilities and characteristics. 2. It develop positive attitudes toward school and toward lifelong learning. 3. It develop an awareness of and sensitivity to issues of cultural. 			
<u>PEDAGOGICAL PROCESS:</u> <ol style="list-style-type: none"> 1. Focus on the positive. 2. Only give constructive criticism. 3. Encourage students to find things they like about themselves. 4. Set realistic expectations. 5. Teach students to learn from their mistakes. 			
CONTENT			
<ol style="list-style-type: none"> 1. Meaning of Self-Esteem: Self-esteem refers to a person's overall sense of his or her value or worth. 2. Various factors: Genetics, Personality, Life experiences, Age, Health, Thoughts, Social circumstances, The reactions of others, Comparing the self to others. 3. Self-Esteem and Personality: Self-esteem develops or fails to develop influences on the personality. 4. Self-Esteem vs. Self-Concept: Self-esteem is not self-concept, although self-esteem may be a part of self-concept. Self-concept is the perception that we have of ourselves, our answer when we ask ourselves. 5. Self-Esteem vs. Self-Confidence: Self-esteem is not self-confidence; self-confidence is about your trust in yourself and your ability to deal with challenges, solve problems, and engage successfully with the world. 			
ACTIVITIES			
<ol style="list-style-type: none"> 1. Games/Activities on Self-Esteem 2. Chart on difference between Self–Esteem and Self-Confidence 			

CLASS VI			
THEME: Gender equality	UNIT: Gender equality	SUBJECT: Gender equality	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1. Cadets acquire knowledge on gender differences. 2. Cadets learn the rights and the equality of genders. 			
<u>PEDAGOGICAL PROCESS:</u> <ol style="list-style-type: none"> 1. Knowledge on gender and their physical differences and changes. 2. The rights of gender should be discussed. 3. To teach the equality in various places. 			
CONTENT			
<ol style="list-style-type: none"> 1. Access to resources and opportunities regardless of gender, including economic participation and decision-making; and the state of valuing different behaviours and aspirations regardless of gender. 2. History of human societies, Gender Bias, Efforts to fight inequality, The effect of gender inequality on health, Violence against women, Investigation and prosecution of crimes against women and girls, Harmful traditional practices, Economic empowerment of women, Girls' access to education, Political participation of women, Political gender equality, Gender stereotypes, Informing women of their rights. 3. Importance of Gender Equality (Gender equality prevents violence against women and girls. It's essential for economic prosperity. Societies that value women and men as equal are safer and healthier. Gender equality is a human right). 			
ACTIVITIES			
<ol style="list-style-type: none"> 1. Workshops on gender sensitivity. 2. Seminars on rights and equality 			

CLASS VI			
THEME: Nationalism	UNIT: Unity and Integrity of India	SUBJECT: Nationalism	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> Understand the value of Independence Realize the harmful effects of divisions and disintegration Develop a sense of Patriotism, co-operation and belongingness Understand the concept of checks and balance in real life 			
<u>PEDAGOGICAL PROCESS:</u> <ol style="list-style-type: none"> Preparation of Pictures of Various Freedom Fighters Newspaper Articles Movies and shows Videos on Nationalist Movement 			
CONTENT			
<u>HISTORY OF INDIAN INEPENDENCE</u> <ol style="list-style-type: none"> The Indian independence movement from 1857 to 1947. The first Indian Independence that emerged from Bengal to ending of British Rule. South Indian Contribution to Indian Independence. North Indian Contribution to Indian Independence. Creation of new countries Pakistan and Bangladesh. 			
ACTIVITIES			
<ol style="list-style-type: none"> Articles on Freedom Fighters. Videos on Freedom Fighters. Drama 			

CLASS VI			
EME: Ethics	UNIT: Ancient and Modern Ethics	SUBJECT: Ancient Vs Modern ethics	DURATION: 02 HOURS
<u>LEARNING OBJECTIVE:</u> <ol style="list-style-type: none"> 1. Demonstrate ethical awareness, the ability to do ethical reflection, and the ability to apply ethical principles in decision-making. 2. Specific capacities and skills to make moral decisions using ethics. 3. Students should develop, demonstrate and act out their ethical abilities. 			
<u>PEDAGOGICAL PROCESS:</u> <ol style="list-style-type: none"> 1. The ethics of education is usually addressed under several themes, moral education being the most common conception of it. 2. Introducing ethics as a practical concept to the educational context makes the moral dimension of education clear and visible. 3. The aim here is to justify the use of ethics and to suggest the real life. 			
CONTENT			
<ol style="list-style-type: none"> 1. Ethics: Ethics is based on well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. 2. Four Branches of Ethics <ol style="list-style-type: none"> (a) Descriptive Ethics. (b) Normative Ethics. (c) Meta Ethics. (c) Applied Ethics. 3. Ancient Ethics versus Modern Ethics: Ancient ethics is about living a good and virtuous life according to the ethical virtues, that is, to become a virtuous person, while the modern notion of morality is primarily focused on the interests of other people and the idea of deontological constraints. 			
ACTIVITIES			
Story Telling, Anecdotes, Giving Situations and analysing response			

CLASS: VI			
THEME: MOTIVATION	UNIT: PUBLIC SPEAKING	SUBJECT: CLASS ASSEMBLY	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> To help the students develop public speaking skills.			
<u>PEDAGOGICAL PROCESS:</u>			
<ol style="list-style-type: none"> Organizing 10-15 minutes section-wise morning assembly on all academic learning days. Minimum three students may speak on a day each for duration of three minutes. One may be assigned the job of commenting on the performance of the speakers. The teacher has to observe the performance and guide them on a daily basis. 			
CONTENT			
<ol style="list-style-type: none"> Public speaking involves talking in front of a group of people, usually with some preparation. It can be in front of people that you know (e.g. at a family celebration) or a crowd of strangers. Unlike a presentation there normally isn't a lot of opportunity for interaction between the audience and the speaker – the speaker speaks, and the audience (hopefully) listens. Speeches have different functions. <ol style="list-style-type: none"> These include being persuasive (e.g. trying to convince the audience to vote for you) Informative (e.g. speaking about the dangers of climate change), Entertaining (e.g. a best man's speech at a wedding) or celebratory (e.g. to introduce the winner of an award). Some speeches may have more than one of these aims. Most people, at some point in their life, will need to stand up and speak in front of a group of people. Teaching students the necessary skills for doing this will therefore help them to do this more successfully. As a result of the practice, students often report an increase in general confidence as well as a marked sense of achievement. Many students get incredibly nervous the first time they have to do a speech in front of their classmates but with practice the nerves subside and they usually begin to enjoy the whole process. <p>There are various statistics for how much of our communication is done through our body language – they seem to hover around 70%, which is a massive chunk, so some work in this area is a very good idea.</p>			

5. It's very important that speakers make eye contact with all areas of the room, ideally with every person but with large audiences that isn't possible. Many students tend to look at one spot or at the teacher. One way to practise this is to ask each student to do a short 30 second introduction and then at the end get any student who feels the speaker did not look in his/her direction to raise their hand.

ACTIVITIES

Class Assembly ,Prepared talk, Extempore, Commentary, Debate, Declamation, Role play Group Discussion etc.

DRAFT

CLASS VI			
THEME: Good Quality	UNIT: Good Cadet	SUBJECT: Discipline	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> To provide a safe environment for students to feel secure, attractive, and functional, keeping in mind the grade, age appropriateness, the type of classroom activities the teacher and students will perform, etc.			
<u>PEDAGOGICAL PROCESS:</u> 1. Plan and organize interactive classes 2. Practice what you preach 3. Establish a connection with your students 4. Reward good behaviour.			
CONTENT			
1. What is discipline? 2. Importance of discipline. 3. How to imbibe discipline. 4. Discipline is derived from the Latin word “Discipulus” which means to learn. It is the same root from which the word disciple is taken. Literally, discipline is a mode of life in accordance with certain rules and regulations. It is a sort of self-control reflected in public actions. This control is not forced upon the individual. It flows out from within. Hence, discipline is spontaneous and not a mere submission to authority in an obedient manner. 5. The term ‘discipline’ refers to a state of orderly conduct of an individual which is gained through training in self-control and in habits of obedience to socially approved standards of thought and action. It implies a good understanding of right conduct. The formation of desirable habits and attitudes and an adherence to such standards are just and necessary. It includes the socialization of behaviour, the manner of working and living in co-operation and the subordination of individual interests to group interests. True discipline therefore provides for both individual and group welfare in a democratic society. (a) Preventative Discipline As mentioned above, teachers have to explain their expectations and set ground rules to ensure discipline. Measures taken in prior to prevent any unacceptable behaviour is called preventative discipline.			

(b). Supportive Discipline

It is possible that the preventive measures do not work as perfectly as expected and things may go wrong. At this point, the teachers may give warnings and show the students the right way of doing things. This is called supportive discipline.

(c) Corrective Discipline

This comes after supportive discipline. When a student has failed to show any improvement despite numerous efforts at supportive discipline, corrective disciplinary actions come into play. Punishments such as suspension, and likewise fall under corrective discipline.

ACTIVITIES			
1. Group discussions	2. Team work	3. Presentations	4. Seminars

DRAFT

CLASS VI			
THEME– Indian Armed Forces	UNIT- Indian Army	SUBJECT– Indian Army	DURATION: 2 HOURS
<u>LEARNING OUTCOME:</u>			
The Student must be made aware of the Indian Army, Its Broad Role, Ranks and Insignia			
<u>PEDAGOGICAL PROCESS:</u>			
The student can learn through class room teaching, watching videos or documentaries, Visiting Army Units, Reading Charts/Posters			
ACTIVITIES			
Book Reading, Movies, Visits, Documentaries			

CLASS VI			
THEME – Indian Personality	UNIT - Famous Indians	SUBJECT Names of personality as decided by Principal	DURATION: 2 HOURS
<u>LEARNING OUTCOME:</u> The Student must be made aware of Two great Indians and their contributions to building of our nation/Contribution to our nation			
<u>PEDAGOGICAL PROCESS:</u> The student can learn through class room teaching, watching videos or documentaries, Visiting Museums and galleries, Access literature in form of books and on the internet.			
CONTENT			
The content can be studied with various articles, books, videos, documentaries etc			
ACTIVITIES			
Book Reading, Movies, Debate, drama			

CLASS WISE TOPICS

Class VII

1. Goal Setting
2. Creativity
3. Competitive Spirit
4. Personal Hygiene
5. Communal Harmony
6. Punctuality
7. Indian Navy
8. Eminent Personalities

DRAFT

CLASS: VII			
THEME: MOTIVATION	UNIT: SELF-CONFIDENCE	SUBJECT: SET GOALS	DURATION: 02 HOURS
LEARNING OBJECTIVES: To help the students understand the need for goal setting and the merits of achieving the set goals. To tune the students to gain self-confidence and develop sense of commitment to complete the accepted task.			
PEDAGOGICAL PROCESS: Assigning activities like organizing quiz for the peer group, decorating the class room with quotations and pictures, cleanliness of the class room and personal health and hygiene.			
CONTENT			
<ol style="list-style-type: none"> Set upper and lower limits on students' goals to teach realistic goal setting (they can always be removed later). Use games to teach goal setting in a context with low pressure and high engagement. Hold one-on-one goal-setting conferences with students to give them individual attention and help them learn to assess goal difficulty. Encourage students to write down their goals rather than simply creating them and leaving them float around their mind. Make extensive use of models (teachers and/or peers) in the classroom to show students how it works. Teach effective goal setting strategies (like setting SMART goals) to increase the likelihood of success and provide feedback on student progress. <ol style="list-style-type: none"> Specific Students need to clarify the who, what, when, and where of their goal. Have a discussion about using words that are specific vs. those that are ambiguous, or subject to interpretation. Measurable Students need to be able to know when they have reached their goal or if they are making progress toward it. Have a discussion about quantitative vs. qualitative measurement. Attainable/Actionable Students need to be realistic about what they can achieve this school year with the time and resources they have available. While "going to college" is a worthy goal, this is far into the future for most students. Work with students to help them understand that goals must also be things students can take action on now. Relevant Students should be able to explain the personal and academic benefits. Talk with them about qualities that make a goal worthwhile. Timely Students need to be able to achieve the goal by the end of the school year. As students are writing have them share their goals with a single peer to help them see if a single school year is a deadline that makes sense for this goal. Provide direct instruction on goal setting and include instruction on self-evaluation. 			

8 Provide instructions on effective learning strategies in general, as students will need these broader skills to build their goal-setting abilities.

ACTIVITIES

1. Assignments / Projects – Individual/ Group
2. Monitoring / Evaluation by peers

DRAFT

CLASS: VII			
THEME: PERSONALITY	UNIT: DISCOVER PASSION	SUBJECT: CREATIVITY	DURATION : 02 HOURS
<u>LEARNING OBJECTIVES:</u> To help the students understand the need for discovering their passions for creativity. To train the students to polish their passions and spend their leisure time productively.			
<u>PEDAGOGICAL PROCESS:</u> Organizing clubs like photography, numismatics, philately, quiz, creative writing, spelling bee, clay modeling, wood craft, drawing and painting, and performing arts.			
CONTENT			
<ol style="list-style-type: none"> 1. Create a compassionate, accepting environment. Since being creative requires imagination and risk taking, students need to trust that they can make a mistake in front of you. 2. Be present with students' ideas. Have more off-the-cuff conversations with students. Find out what their passion areas are, and build those into your approach. 3. Encourage autonomy. Don't let yourself be the arbiter of what "good" work is. Instead, give feedback that encourages self-assessment and independence. 4. Re-word assignments to promote creative thinking. Try adding words like "create," "design," "invent," "imagine," "suppose," to your assignments. Adding instructions such as "Come up with as many solutions as possible" or "Be creative!" can increase creative performance. 5. Give students direct feedback on their creativity. Lots of students don't realize how creative they are, or get feedback to help them incorporate "creative" into their self-concept. Explore the idea of "creative competence" alongside the traditional academic competencies in literacy and mathematics. When we evaluate something, we value it. Creating a self-concept that includes creativity. 6. Help students know when it's appropriate to be creative. For example, help them see the contexts when creativity is more or less helpful—in a low-stakes group project versus a standardized state assessment. 7. Use creative instructional strategies, models, and methods as much as possible in a variety of domains. Model creativity for students in the way you speak and the way you act. 8. Channel the creativity impulses in "misbehavior." For students who are often disturbances, see if you notice any creativity in their behavior. Perhaps that originality could be channeled in other ways? 9. Protect and support your students' intrinsic motivation. Intrinsic motivation fuels creativity. Several studies have shown that relying on rewards and incentives in the classroom can undermine intrinsic motivation to complete a task—an effect called "over-justification." 10. Make it clear to students that creativity requires effort. The creative process is not a simple "aha" that strikes without warning. Tell students that truly creative people must imagine, and struggle, and re-imagine while working on a project. 			

11. Explicitly discuss creativity myths and stereotypes with your students. Help them understand what creativity is and is not, and how to recognize it in the world around them.
12. Experiment with activities where students can practice creative thinking. Many teachers have suggestions for creative activities they've tried as warm-ups or quick breaks.
ACTIVITIES
Hobby clubs, Drawing, painting, wood craft, origami, poetry / story / essay writing, making items using recycled material, collection of articles/items etc

CLASS: VII			
THEME: LIFE SKILLS	UNIT: FACING CHALLENGES	SUBJECT: COMPETITIVE SPIRIT	DURATION: 02 HOURS
LEARNING OBJECTIVES: To help the students understand the need for developing competitive spirit. To train the students to face the challenges in life with vigor.			
PEDAGOGICAL PROCESS: Organizing written / verbal quiz, map pointing, spelling bee, elocution, singing and poetry/ story/essay writing competitions.			
CONTENT			
<p>1 Look at the patterns in students' life and see what challenges they have struggled with. Assess the optimal outcomes and make a plan for how they can achieve them.</p> <p>2. Teach them that they're not alone. Guide them to reach out to their community and network. Speak your feelings and express your concerns.</p> <p>3. Make the students understand that there's no need to feel ashamed of seeking help. Tell them Whether they choose to rely on a loved one, a stranger, a mentor, or a friend, there are people who want to help them succeed.</p> <p>4. Instruct the following:</p> <p>(a) By masking your feelings, they are not going to go away. Rather, feelings become trapped energy and can even have negative health consequences when they are ignored. Take some time to feel what you feel. This could come in the form of meditation. Or, if you'd rather write down what you feel, writing can be a therapeutic and cathartic experience. When you feel and share your feelings, you may also be able to see your situation in a new light. This exercise could lead you to coming up with novel solutions and overcoming any challenge at hand.</p> <p>(b) Asking for help is only one side of the coin. On the other side of the coin, you have to be open and willing to accept support. People who come to your aid truly do care about you. Be open to receiving help when you need it.</p> <p>(c) The old adage goes, "What you give is what you get." If you've been through a situation or have advice for someone you know who is going through a tough time, be sure to help out! Helping others not only benefits them, but it can also help you feel happier yourself.</p>			

(d) It can be easy to let yourself think small because of the fear of failure, or even the fear of making a decision. But, to accomplish great things in life, you have to be open to taking risks. With whatever challenges may arise, always think and dream big. That way, you will achieve more than what you could have ever imagined. Try not to let your thoughts get in your own way.

(e) What you think becomes your reality. Train your mind to think positively. This will take both time and practice. It begins with mental awareness. You can practice awareness through mindfulness techniques and meditation. When you get good at acknowledging your thoughts and letting them pass, you can stop negative thoughts in their tracks.

(f) When a challenge arises, be it a big test in school or an upcoming running race, don't give up! Persistence is a huge key to overcome challenges. Giving up means that you will neither overcome the challenge nor learn from it. Power through challenges by asking for support, feeling your feelings, and making a plan to work through it.

(g) Generally, there is more than one way to get something done. However, there's always just one optimal way, or best way of doing it. To work smarter rather than harder, start by working backwards.

ACTIVITIES

Quiz, Map-pointing, Spelling Bee, Elocution and essay/poetry/story writing, Drawing and painting

CLASS: VII			
THEME: Health and hygiene	UNIT: Cleanliness	SUBJECT: Personal hygiene	DURATION: 02 HOURS
LEARNING OBJECTIVES: To help the students learn personal hygiene and lead a healthy life. Help them spread the need for personal hygiene among their friends and relatives.			
PEDAGOGICAL PROCESS: Organizing lectures by health department officials, skits and role plays, poster making and habit formation.			
CONTENT			
<p>1. Teach: The most basic of hygiene rituals — but somehow the old soapy routine doesn't appeal to all teens. A shower every day or two is a must, and always after a rigorous sports practice or outdoor play. Equip them with washcloths and soap, or special face and body washes for their skin type. While it may bewilder you to think about that fuzzy feeling of non-brushed teeth, some students hate to do it. Be persistent. Talk about gingivitis, cavities, and bad breath (often the most convincing evil of all). Always have floss and mouthwash on hand.</p> <p>2. Encourage frequent hand-washing, especially before eating and after using the bathroom, sneezing, or playing with pets. Make sure your child knows to scrub with warm soapy water for at least 15 seconds, rinse, and dry. Fill him in on the risks of preventable infections and transmittable viruses.</p> <p>3. Body odour usually becomes evident on reaching puberty. Discuss the difference between deodorant, which controls bacteria while adding fragrance, and antiperspirant, which is supposed to stop or limit sweating.</p> <p>4. Many preteens find their hair gets oilier as they grow. Encourage a thorough washing every day or two. An added benefit: keeping hair clean and out of your child's face will lessen breakouts caused by oil and greasy hair products.</p> <p>5. Like hair, skin tends to become oilier as puberty. Encourage gentle face-washing once or twice a day with a mild cleanser. Most importantly, urge students to not to pick at any pimple or blackhead on face. Not only will germ fingers worsen the bump, but picking causes inflammation, spreads the oil, and can leave permanent scars.</p> <p>6. Middle school is when many students want to start shaving. Buy a kid-friendly razor and shaving cream. Offer tips for tricky spots. Talk about how often to rinse the razor and change the blade.</p> <p>7. Advise your students to clip weekly and cut nail straight across to prevent ingrown nails. Try to nix nail-biting by teaching about possible infections to the nail or surrounding skin. Mention that it spreads germs from your fingers to your mouth and inside your body.</p> <p>8. Tell your student about different ways bacteria can harm body. Advise them not to share hairbrushes as it spreads germs.</p> <p>9. Help girl students feel comfortable asking questions or raising concerns about all aspects and associated hygiene related to menstruating.</p>			
ACTIVITIES			
Lectures, Demonstrations, Regular medical check-up, peer group evaluation			

CLASS: VII			
THEME:	UNIT:	SUBJECT:	DURATION:
SOCIAL VALUE	CO-EXISTENCE	COMMUNAL HARMONY	02 HOURS
<u>LEARNING OBJECTIVES:</u> To help the students develop tolerance to social divisions. To equip them to love and respect others' beliefs and customs.			
<u>PEDAGOGICAL PROCESS:</u> Imparting knowledge about creating a classless society, celebrating all religious festivals, making posters depicting communal harmony.			
CONTENT			
<ol style="list-style-type: none"> 1. Love, affection and fraternity among people irrespective of their religion bring communal harmony. 2. Constitution of India endorses communal harmony as the basic right and the fundamental duty of every citizen. 3. Communal harmony is the great nature of India, where diverse religions and people with different religious beliefs co-exist. 4. Communal harmony is a requirement for internal peace, security, growth and development. 5. India is a vast country where people, in spite of, practicing different religions live with fraternity and togetherness. 6. The rich tradition of tolerance, the feeling of togetherness and assimilation has kept the identity of our country intact. 7. Communal harmony depends on the theme of 'Unity in Diversity'. 8. Another force driving the communal harmony is secularism. 9. Communal harmony prevents any kind of discriminations among religions and its practitioners. 10. 20th August of every year, as 'Sadbhawna Diwas', is dedicated to spreading communal harmony among people. 			
ACTIVITIES			
Celebrations of Days/ Events, Poster making, Dramatics, Talks by Students			

CLASS VII			
THEME– Indian Armed Forces	UNIT- Indian Navy	SUBJECT– Indian Navy	DURATION: 02 HOURS
<u>LEARNING OUTCOME:</u>			
The Student must be made aware of the Indian Navy, Its Broad Role, Ranks and Insignia			
<u>PEDAGOGICAL PROCESS:</u>			
The student can learn through class room teaching, watching videos or documentaries, Visiting Naval Units			
ACTIVITIES			
Book Reading, Movies, Visits, Documentaries			

CLASS VII			
THEME– Indian Personality	UNIT- Famous Indians	SUBJECT Names of personality as decided by Principal	DURATION: 02 HOURS
<u>LEARNING OUTCOME:</u> The Student must be made aware of Two great Indians and their contributions to building of our nation/Contribution to our nation			
<u>PEDAGOGICAL PROCESS:</u> The student can learn through class room teaching, watching videos or documentaries, Visiting Museums and galleries, Access literature in form of books and on the internet.			
CONTENT			
The content can be studied with various articles, books, videos, documentaries etc			
ACTIVITIES			
Book Reading, Movies, Debate, drama			

CLASS WISE TOPICS

Class VIII

1. Future India in Science – Innovation (Atal Tinkering Labs, Atmanirbhar Bharat)
2. Patriotism
3. Character Building
4. Honour and Respect
5. Awareness of spread of Disease
6. Honesty
7. Indian Air Force
8. Eminent Indian Personality

DRAFT

CLASS VIII			
THEME:	UNIT:	SUBJECT:	DURATION:
Scientific temper	Future India in Science	Innovation	02 HOURS
LEARNING OBJECTIVES: To inculcate Scientific temper and logical thinking among the Cadets. To know the way of life that uses the scientific method and which may, consequently include questioning, observing physical reality, testing, hypothesizing, analysis and communication.			
PEDAGOGICAL PROCESS: Conducting Science workshops and Idea competitions. Motivating children to take part in science fair and science challenge competitions			
CONTENT			
<p>1. Scientific social responsibility: create an environment for sharing ideas and resources - youth get high-end training and exposure to the best of science and technology to make them job-ready in a competitive world- overall development and growth of the country and society, scientific temper among all the people irrespective of their age, caste, creed, religion, etc. - efficient management of the allocated resource and processes to ensure project success without fear of project failure. a collaborative platform involving all stakeholders, such as academic and scientific institutions, scientists, faculty members, industry, financial institutions and the Government.</p> <p>2. Developing scientific temper and promoting Science Encourage more and more young Indians to take up science as a subject, various schemes for the promotion of Science, some of which are:</p> <p>(a). MANAK (Million Minds Augmenting National Aspiration and Knowledge) - Launched to encourage scientific innovation among school children of class VI to X.</p> <p>(b). Knowledge and Awareness Mapping Platform (KAMP) - An initiative to assess and encourage scientific temper in students in the age group of 10 to 18 years. KAMP will also facilitate the participation of students in the India International Science Festival (IISF).</p> <p>(c) SERB Distinguished Investigator Award (SERB-DIA) - A scheme to empower exceptional scientists.</p> <p>(d) Scheme for Young Scientists and Technologists (SYST) - To encourage young scientists to come up with science-based solutions to existing/futuristic problems.</p> <p>(e) Development of innovation hubs in different parts of the country.</p> <p>(aa) Atmanirbhar Bharat</p> <p>(ab) Atal Tinkering Lab</p>			

ACTIVITIES	
1.	Science workshops
2.	Science seminars
3.	Science fair
4.	Industry visit

DRAFT

CLASS VIII			
THEME: Pride in loving India	UNIT: Mother India	SUBJECT: Patriotism	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> Creating a sense of national unity that bounds to respect other nations and to refrain from the dignity of the nations in young people and creates broad conditions for the management, education, labour and creativity of society, which is an important social stratum.			
<u>PEDAGOGICAL PROCESS:</u> Organizing field trips. Celebrating all religious festivals. Organizing house talk by cadets, everyday.			
CONTENT			
1. Respect Nation and National Symbols Speech about the country's national symbols like National Flag, National Anthem etc. 2. Teaching about Great Leaders: Love and respect for great Indian leaders as well as the country. Stories behind National holidays. Patriotic songs and dancing. Stories of the freedom struggle, Freedom revolution, Story books available on freedom fighters and their sacrifices. Importance of the country and its liberty. 3 Media -Media, books, videos, and DVDs-Popular patriotic songs-Watch the live telecast of Independence Day and Republic Day parade on television. 4. Our Right and Duties - Aware of Rights as well as our Duties-Locality cleanliness, not destroying our national property, following civic rules-a sense of responsibility 5. Travel - Travel with a purpose-Visiting places of historic as well as patriotic significance, national monuments, stories related to them. 6. Accept Diversity -India is a land of diversity-different people and their varying cultural heritage-value others and accept their difference -unity of the country.			
ACTIVITIES			
1. Field trip 2. Theme dance. 3. Music 4. Painting			

CLASS VIII			
THEME: Role model	UNIT: Good citizen	SUBJECT: Character building	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> To build and improve Cadet's mental and moral characteristics. It is to build some degree of discipline where by a Cadet makes sacrifices and faces hardship to solve a problem or achieve a goal.			
<u>PEDAGOGICAL PROCESS:</u> Organizing debate and group discussions. Documentary films and movies related to good character.			
CONTENT			
<p>1. Pillars of character: True character, behaviour, trustworthiness, responsibility, respect, caring, fairness and citizenship, Courage, diligence, and integrity.</p> <p>2. Encourage good role models to Cadets: Positive character role models in history, literature, science and the arts. Cadets to describe, assess and match the traits and behaviours of these people or commendable characters within a fiction story. Dramatize some of the story elements or change them to allow a character to make better choices. - Behaviours of current world leaders, sports figures and celebrities as well-Foundation of respect, Self-respect and respect for others.</p> <p>3. Build a caring community: A caring attitude, a zero-tolerance policy on name-calling and character assaults or bullying. Describe the "random acts of kindness" concept and reward students when they demonstrate it.</p> <p>4. Volunteerism: The virtues and importance of volunteerism, Volunteer programs in classroom and school.</p> <p>5. Character in action: Throughout the school year, challenge students to create class projects that can benefit the school or community. Brainstorm ideas that cultivate the Pillars of Character and strive for a strong community spirit.</p>			
<u>ACTIVITIES</u>			
<p>1. Dramatization</p> <p>2. Workshops</p> <p>3. Biography of great people</p>			

CLASS VIII			
THEME: Remembering of Martyrs	UNIT: Sacrifice	SUBJECT: Honour and Respect	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> Cadets will understand the contribution of heroes like martyrs, sacrifice, significant role in uniting people and the country and role in the struggle for the freedom of India.			
<u>PEDAGOGICAL PROCESS:</u> Guest lectures by social leaders and defence personalities. Documentary films and movies to children.			
CONTENT			
<ol style="list-style-type: none"> Various Indian revolutionary movements.-Other Popular Struggles and Movements Martyrs' Day Celebration- Respect and honor by the state and central heads such as the Prime Minister, President, Vice President, and other service chiefs. Respect to Indian soldiers who died in their bid to protect the country. Two-minute silence observance in the memory of Mahatma Gandhi and the slain soldiers of the country Homage to revolutionaries because of whom we celebrate Independence Day safeguards the freedom of their people. Freedom fighters sacrifices in the war for independence. Sacrifice for the nation. Tribute to all the freedom fighters who had sacrificed their lives in order to gain India's independence. 			
ACTIVITIES			
<ol style="list-style-type: none"> Documentaries Movies Painting Storey telling 			

CLASS VIII			
THEME: Hygiene and Sanitation	UNIT: Cleanliness	SUBJECT: Awareness of spread of Disease	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> The primary aims of school hygiene education is to improve behaviour through useful practices connected to personal, water, food, domestic and public hygiene. Also, it aims to protect water and food supplies and to safely manage environmental factors.			
<u>PEDAGOGICAL PROCESS:</u> Lectures cum demonstrations on Hygiene and sanitation by medical officers and medical experts.			
<u>CONTENT</u>			
<ol style="list-style-type: none"> Cleanliness : Cleanliness in classroom, hostels, playgrounds, auditoriums, gatherings etc. Hygiene and Sanitation: Hygiene and sanitation process. Purification of the environment from microorganisms causing diseases, measure taken for cleaning and hygiene. Purification of foreign substances, microorganisms, drugs, cleaning agents and all visible sources of pollution from the environment. Food Safety: Food safety, risk of food poisoning, destroying physical, chemical and biological of hazards. Food borne disease can cause a health problem for kids, pregnant and elderly consumers. Food borne disease may ends up with death. Contamination: Food contamination refers to the presence in food of harmful chemicals and microorganisms Contamination can occur directly with chemical, physical and biological agents, or indirectly through cross contamination. Sterilization: Sterilization refers to any process that eliminates, removes, kills, or deactivates all forms of life and other biological agents present in a specified region, such as a surface, a volume of fluid, medication, or in a compound such as biological culture media. Disinfection : Disinfection is the process of purifying foodstuffs and surfaces that are contacted with foodstuffs from microorganisms except spores that can cause disease by various methods. It is made by chemical substances or heat. The chemicals used for disinfection are called "disinfectants". Foodborne Diseases : The accumulation of chemical substances, toxins, metals, agricultural and detergent residues in the body, parasites and harmful microorganisms cause food poisoning and foodborne diseases. Microorganisms, which are transmitted to foodstuffs from various sources, multiply rapidly under appropriate conditions. Microorganisms cause lacking qualities of foods and lead to foodborne diseases or poisoning. 			

ACTIVITIES
<ol style="list-style-type: none">1. Guest lecture2. Demonstration classes3. Poster making4. Slogan making fixing in the school campus

DRAFT

CLASS VIII			
THEME: Good Quality	UNIT: Virtue	SUBJECT: Honesty	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> The learner will: <ol style="list-style-type: none"> 1. Define honesty from the dictionary and give examples and synonyms. 2. Reflect on the value of honesty. 			
PEDAGOGICAL PROCESS: <ol style="list-style-type: none"> 1. Talk about honesty 2. Recognize positive behaviours. 3. Read and respond. 			
CONTENT			
<ol style="list-style-type: none"> 1. What is being honest? 2. Why to be honest? 3. Importance of honesty in relationships. 4. Honesty or truthfulness is a facet of moral character that connotes positive and virtuous attributes such as integrity, truthfulness, straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Honesty also involves being trustworthy, loyal, fair, and sincere. 5. The more honest you are, the easier it is to trust. Not only will others trust you, but you can also feel more confident when trusting others. It's always good to pay it forward and develop good karma. That's much easier to do with honesty than it is to do with not being true or faithful. 6. Ways to Teach Children to Be Honest <ol style="list-style-type: none"> (a) Reward the Truth (b) Speak the Truth (c) Say the Hard Truth (d) Model the Truth 7. Don't Put Them to the Test 			

- | | |
|-----|------------------------------------|
| 8. | Give Consequences |
| 7. | Correct Mistakes |
| 8. | Follow Through on Promises |
| 9. | Take Care of Other People's Things |
| 10. | Find Honest Friends |

ACTIVITIES

Story-telling, Movies, videos, honest leaders documentary films and movies
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CLASS VIII			
THEME– Indian Armed Forces	UNIT- Indian Air Force	SUBJECT– Indian Air Force	DURATION: 02 HOURS
<u>LEARNING OUTCOME:</u> <p>The Student must be made aware of the Indian Air Force, Its Broad Role, Ranks and Insignia</p>			
<u>PEDAGOGICAL PROCESS:</u> <p>The student can learn through class room teaching, watching videos or documentaries, Visiting Indian Air Force Units</p>			
ACTIVITIES			
<p>Book Reading, Movies, Visits, Documentaries</p>			

CLASS VIII			
THEME	UNIT	SUBJECT	DURATION:
Indian Personality	Famous Indians	Names of personality as decided by Principal	02 HOURS
<u>LEARNING OUTCOME:</u> The Student must be made aware of Two great Indians and their contributions to building of our nation/Contribution to our nation			
<u>PEDAGOGICAL PROCESS:</u> The student can learn through class room teaching, watching videos or documentaries, Visiting Museums and galleries, Access literature in form of books and on the internet.			
CONTENT			
The content can be studied with various articles, books, videos, documentaries etc			
ACTIVITIES			
Book Reading, Movies, Debate, Drama			

CLASS WISE TOPICS

Class IX

1. Attitude
2. Commitment on Duties
3. Adventure Sports
4. Nautical Science
5. Values
6. Command Structure – Indian Navy
7. Indian Personalities
8. Central Armed Police Forces

DRAFT

CLASS: IX			
THEME: Behavior And Personality Development	UNIT: Attitude	SUBJECT: Attitude	DURATION: 2 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1 To develop positive attitude towards self family society and the Institutions of democracy. 2 To inculcate responsible behavior towards people Practices beliefs and customary rights. 3 To practice and predict outcomes of right attitude 			
<u>PEDAGOGICAL PROCESS:</u> Class room teachings, Videos and talks by the successful personalities, Role plays by the students, Establishing Clubs and placing portraits of leaders who stood for values and achievements in different varieties of fields.			
CONTENT			
<ol style="list-style-type: none"> 1. Define the term 'attitude' and its relevance in day to day activities. How can we best define an attitude? Can we have attitudes about anything? 2. Components of attitude - Affective, Cognitive and Behavioral. Multi-component model of attitude - a model of attitude that conceptualizes attitudes as summary evaluations that have affective, cognitive and behavioral components 3. The structure of attitudes. Attitudes can be organized and structured in different ways. What are the two basic perspectives on attitude structure? An important issue concerns how positive and negative attitudes are built and evaluated. 4. one-dimensional perspective of attitudes a perspective that perceives positive and negative elements as stored along a single dimension two-dimensional perspective of attitudes a perspective that perceives positive and negative elements as stored along separate dimensions 5. The psychological functions or needs that are served by attitudes. People hold attitudes for a number of reasons. What is the most basic psychological need served by attitudes? Three primary functions or needs attitudes: Object appraisal, social adjustment and externalization. 6. How attitudes are measured, concentrating on direct and indirect strategies that psychologists have developed to measure attitudes 7. Explicit measures of attitude 			

ACTIVITIES
<ol style="list-style-type: none">1. Clearly studying and noticing various activities of students- dressing sense, use of vocabulary, Body styles at different places.2. Describing famous and successful people in different scenes and actions.3. Conducting role plays, poster making, essay writing etc4. Stage shows of people who had showed exemplary behavior.5. Noticing and awarding people.

DRAFT

CLASS: IX			
THEME: Commitment on Duties	UNIT: Skill	SUBJECT: Commitment on Duties	DURATION: 2 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> To provide complete knowledge and understanding about the Rights, duties, Values and Responsibilities. To inculcate courage and confidence for the effective practice of rights and universally accepted principles. To lead and appreciate simple and productive life. To become role model. 			
<u>PEDAGOGICAL PROCESS:</u> <ol style="list-style-type: none"> Class room teachings, Videos and talks by the successful personalities, Role plays by the students. Doctrines of various religions/beliefs should be placed on the topic and discussions can be carried. A copy of Fundamental Rights , Directive Principles of State Policy , accepted Values and Practices should be placed in the class room 			
CONTENT			
<ol style="list-style-type: none"> Commitment of Duties: Commitment is a key factor that influences every individual' work and performance for the betterment of the system. Commitment is individual's psychological attachment to the particular event or system. Students with high levels of commitment work harder are emotionally attached to their families schools, and country and make more effort to carry out the goals of any organization. Theory of organizational commitment : Affective commitment: Continuance commitment: Normative commitment: Political Institutions and Practices: The constitution is the living document of Systems and Practices that enforces rules and regulation. Citizen and his duties besides Fundamental rights. Democratic institutions and the method of functioning. Society and customary practices: It has deep driven impact on the thought process of citizens. Different methods to inculcate Commitment of Duty: School routine, Uniforms, Scheduled tasks and evaluating process, Organizing Sports and games etc. <ol style="list-style-type: none"> Create a strong teamwork culture 			

- (b) Communicate clear goals and expectation to the Students
- (c) Be transparent and encourage open communication
- (d) Maintain ethics in the classroom
- (e) Foster a positive learning culture
- (f) Develop trust
- (g) Encourage innovation in leaning and practicing
- (h) Provide constructive feedback and not criticism

6. Key benefits and advantages of commitment to duties:

- (a) Excellent results
- (b) Attendance ratio will increase
- (c) Excellent team players
- (d) Strong and bold persons

ACTIVITIES

1. Teachers constantly should talk about developing tight values and approaches at various places
2. Students should continuously observe each other's commitment , and evaluate their own performances
3. Teachers should supply education materials
4. Students should help each other in performing various acts
5. Describing famous and successful people in different scenes and actions.
6. Conducting role plays, poster making, essay writing etc
7. Stage shows of people who had showed exemplary behavior.
8. Noticing and awarding people who showed greater commitment to his duties.

CLASS IX			
THEME: Adventure Sports	UNIT: Extra-curricular activity	SUBJECT: Adventure	DURATION: 2 HOURS
<p><u>LEARNING OBJECTIVES:</u> The objective of the Adventure Sports is to provide a carefully Planned stimulating environment which will help each individual and excellent foundation for creative learning and independence.</p>			
<p><u>PEDAGOGICAL PROCESS:</u> Hike, educational excursion, rock climbing, para-sailing, para gliding, rappelling, obstacles, horse riding, kayaking- activities to be conducted by the professional trainers.</p>			
CONTENT			
<p>1. The Adventure Learning Cycle: Thrill, excitement and fun, Exposure to nature, Self-assessment, Overcome fears and develop self-confidence, Enhancement of decision making power, channelizing of Energy, Stress booster, Information and knowledge enhancement, Development of balanced and positive attitude towards life, Build, concentration, Encouragement to social relationship and team work, Develop motor and cognitive skills, creative learning, Inculcate the values among the children.</p> <p>2. Planning for outdoor and adventure activities: Inviting support from other personnel, help with group work or any activity that involves travelling from the school site, Visiting an outdoor activities centre which provides opportunities for orienteering, adventure challenges or water, based activities, Planning for aspects of a number of strand units to be delivered in each lesson or emphasizing a particular strand unit for some lessons.</p> <p>3. Adventure Based Learning (ABL): It describes the purposeful use of sequenced activities, including games, trust activities and problem solving or team challenges, for educational or developmental outcomes.</p> <p>4. ABL activities can provide opportunities for participants :</p> <ul style="list-style-type: none"> (a) To Learn more about themselves and each other (b) Enhance ability to communicate and work co-operatively (c) Overcome challenges as individuals and/or in groups (d) Increase their awareness of, and respect for, each other's strengths (e) Develop better relationships with each other (and others, e.g. teachers) (f) Develop their confidence and self esteem 			

(g)	Experience different teaching styles and learning contexts
(h)	Develop their team leadership skills Meet goals associated with the curriculum.
ACTIVITIES	
Hiking, Kayaking, Outdoor Camps, Horse riding , Para sailing etc	

DRAFT

CLASS: IX			
THEME:	UNIT:	SUBJECT:	DURATION:
Naval Science	Maritime Activity	Nautical Science	2 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> To develop an aptitude and interest towards naval science. To develop basic interest towards shipping, construction, management and life saving practice. To get an idea of life saving techniques in emergency situations and develop a sense of responsibility. 			
<u>PEDAGOGICAL PROCESS:</u> Demonstration through ship modelling clubs, videos, practical work, construction of miniature models, visit to ship yards and weather stations.			
CONTENT			
<ol style="list-style-type: none"> General Ship knowledge, Ship Construction, Ship operation technology. Life saving techniques Ship Maintenance and Emergencies, Naval Architecture, Navigation Lab (Practical) Metrology and marine environment management 			
ACTIVITIES			
<ol style="list-style-type: none"> Ship modeling, construction, Naval tools and familiarized with the terms Parts of a ship, fire safety alarms and management. Extinguishing power- methods used- practical learning. Working of meteorological department- machines used and data collected through visit. Tour to INA for motivation and gain the experience. 			

CLASS IX			
THEME: Values	UNIT: Skill	SUBJECT: Values	DURATION: 2 HOURS
<u>LEARNING OBJECTIVE:</u> Cadets will develop Cognitive complexity, Knowledge acquisition, integration, and application, Humanitarianism/civic engagement, Interpersonal competence and Practical competence.			
<u>PEDAGOGICAL PROCESS:</u> The whole process of recognizing, articulating and expressing values will make teachers' aware of their ethical knowledge and help them to develop their school to become a learning community that acknowledges the multiple dimensions of the school ethos. A framework for teacher reflection on school values.			
CONTENT			
1. Introduction 2. Values to be followed (a) Integrity: Integrity is a core quality that every leader must possess. (b) Innovative: An innovative leader is not a creative genius with thought-provoking ideas but gives others the freedom to develop their ideas. Innovative people are always open to new ideas and discussions. They listen to everyone actively and also motivate others to think out of the box. (c) Honesty: Honesty includes telling the truth (not lying), not hiding the truth (deceiving), and acting in a way that is morally right (not stealing, cheating). Honesty is important in how we all work together in society. (d) Active Listening: Good leaders listen to people with great attention and sincerity. It helps them understand people and their perspectives. Good leaders communicate with care, focus on the person and the message; they don't interrupt and acknowledge what is being said. Acquiring this skill is not easy; it needs self-awareness and humility to respect others' thoughts (e) Self-Confidence: Self-confidence is critical for leadership because it gives them wings to take risks, accomplish goals, and fly high. (f) Visionary: A leader should be Visionary and have more foresight than an employee. (g) Strong Communicator: They are good orators and communicate to get his/her work done.			

(h) **Delegation:** **Delegation** is crucial for maximizing productivity and team performance.

(j) **Decision-making Skill:** Good leaders collect the necessary information required before making any announcements. They do not believe rumours but examine a situation or a problem themselves before making a decision

(k) **Problem-Solving Skills:** Cultivating strong problem-solving skills is vital for any leader to eliminate barriers.

(l) **Fair Attitude:** A person understand that nothing significant has ever been achieved with an attitude that is unfair and biased. Even if it does, the sustainability of the outcome is always questionable.

(m) **Inquisitiveness:** A person would realize how knowledgeable and curious these leaders are and how they are always open to learning new things.

(n) **Self-motivated:** One of the essential leadership traits of good leaders is their ability to motivate others.. They keep themselves self-motivated and set an example to follow.

(o) **Humility:** Humility is not the first trait that comes to mind when we think about leadership. But it is one of the essential qualities of a good leader.

(p) **Care for Others:** A person understand the importance of appreciating and recognizing employees and creating mutual respect and understanding within the organization.

(q) **Self-Discipline:** This is a quality in which people can adapt themselves with persistence. When you are self-disciplined and set an example, you motivate others to follow.

(r) **Emotional Intelligence:** Emotional Intelligence is the capability to identify, manage, evaluate, and understand our own emotions and the people around us.

El has five components-

(aa) Self-awareness

(ab) Self-regulation

(ac) Empathy

(ad) Motivation and

(ae) Social skills

(s) **Passion:** Passion is a common leadership trait found in most effective leaders across the world. They are highly passionate about their goals and objectives.

- (t) **Resilience:** One must understand their self before taking responsibility for others.
- (u) **Accountability:** Being an accountable leader is not an easy task. It means being answerable to the actions and decisions made by you and by those you lead.
- (v) **Supportive:** **Supportive** leaders give the guidance that you need. Supportive leadership involves building trust among the team members and encouraging dialogue to keep the team spirit high.
- (w) **Tech-savvy:** For digital transformation, the world needs Tech-Savvy leaders. Today's leader needs to understand the technology sufficiently to sustain their work.
- (x) **Empathy:** Empathy is in understanding others' needs and what goes into their mind.
- (y) **Learning Agility:** Agile leaders make the best response to organizational change and uncertainty. They are quicker in decision-making and take immediate action in crisis times.
- (z) **Empowerment:** **Great** leaders can empower their team members to achieve maximum productivity and organizational success.

ACTIVITIES

1. Games for different values.
2. Worksheet.

CLASS IX			
THEME– Indian Armed Forces	UNIT- Indian navy	SUBJECT– Command Structure	DURATION: 2 HOURS
<u>LEARNING OUTCOME:</u> <p>The Student must be made aware of the Command Structure of the Indian Navy. On completion the Student must be able to Differentiate between various commands of the IN and their role. He/she should be able to acquire knowledge on different platforms of Indian Navy</p>			
<u>PEDAGOGICAL PROCESS:</u> <p>The student can learn through class room teaching, watching videos or documentaries, Visiting Indian Naval Units</p>			
ACTIVITIES <p>Book Reading, Movies, Book Reading, Watching Documentaries, Visits</p>			

CLASS IX			
THEME Indian Personality	UNIT Famous Indians	SUBJECT Names of personality as decided by Principal	DURATION: 2 HOURS
<u>LEARNING OUTCOME:</u> The Student must be made aware of Two great Indians and their contributions to building of our nation/Contribution to our nation			
<u>PEDAGOGICAL PROCESS:</u> The student can learn through class room teaching, watching videos or documentaries, Visiting Museums and galleries, Access literature in form of books and on the internet.			
CONTENT			
The content can be studied with various articles, books, videos, documentaries etc			
ACTIVITIES			
Book Reading, Movies, Debate, drama			

CLASS - IX			
THEME: Indian Organisations	UNIT: Central Armed Police Forces	SUBJECT: Central Armed Police Forces	DURATION: 02 HOURS
<u>LEARNING OUTCOME:</u> <p>The Student must be made aware of Central Armed Forces of India – I Border Security Force (BSF), Central Reserve Police Force (CRPF), Central Industrial Security Force (CISF), IndoTibetan Border Police (ITBP) and the Sashastra Seema Bal (SSB) -Ranks and insignia</p>			
<u>PEDAGOGICAL PROCESS :</u> <p>The student can learn through class room teaching, watching videos or documentaries, Visiting carious CAPF units</p>			
ACTIVITIES <p>Visits, Documentaries</p>			

CLASS WISE TOPICS

Class X

1. Women Empowerment
2. Self-Awareness
3. Remote-Sensing
4. Eminent Personalities
5. Characters of an Ideal Leader
6. Indian Folk-lore, tales, dance, music and painting
7. Command Structure – Indian Air Force
8. Indian Defence Research - DRDO, HAL, NSTL, BHEL, BEL

CLASS: X			
THEME: Female Self-sureness	UNIT: 1 Feminism	SUBJECT: Women Empowerment	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <p>The students are able understand the importance of women in family, society and in the nation. They are able to learn how to respect women and give them importance in every walk of life. They are learnt to prevent and condemn any sort of violence against women.</p>			
<u>PEDAGOGICAL PROCESS:</u> <p>The students can learn through class room teaching, watching videos or documentaries. They access more knowledge through reading newspapers. They can be given examples of the cases happened in the near past or from the surroundings.</p>			
CONTENT			
<ol style="list-style-type: none"> Domestic violence: Domestic violence is violence committed by someone in the victim's domestic or from the vicious circle. This includes partners and ex-partners, immediate family members, other relatives and family friends. <u>Feminist Movements:</u> The women's movement strives to end discrimination and violence against women through legal, political, and social change. They are some of the most influential social movements in the modern world. There are many such movements in India. Laws to protect Women: <ol style="list-style-type: none"> The Prohibition of Child Marriage Act, 2006. Special Marriage Act, 1954. Dowry Prohibition Act, 1961. Maternity Benefit Act, 1861. Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Making women powerful: In the following ways, women in our circle can be empowered: <ol style="list-style-type: none"> Support girls and women in crisis. Compliment her mind and soul—not just her body. Use our voice to help keep girls in school. Offer support to all women, including the "strong" ones. Encouraging women in public affairs Accepting women as our leader 			

5. **Women Education:** Women education refers to every form of education that aims at improving the knowledge, and skill of women and girls. It includes general education at schools and colleges, vocational and technical education, professional education, health education, etc.

ACTIVITIES

1. Drama
2. Group Discussion
3. Street Play
4. Debate
5. Role Play

DRAFT

CLASS: X			
THEME: Self-Consciousness	UNIT: Mindfulness	SUBJECT: SELF-AWARENESS	DURATION: 02 HOURS
LEARNING OBJECTIVES: The students are learnt to adopt virtues like humility, gratitude and integrity etc. They are able to lead a civilized life in a unique way. The students are taught to be the ideal, responsible and committed citizens of the country.			
PEDAGOGICAL PROCESS: The students can learn through class room teaching, watching videos or documentaries. They access more knowledge through reading newspapers. They can be given examples of the leaders whom they are familiarized with.			
CONTENT			
<p>1. Humility: It means being humble. It promotes the following qualities.</p> <ul style="list-style-type: none"> (a) Spend time listening to others. (b) Practice mindfulness, and focus on the present. (c) Be grateful for what we have. (d) Ask for help when we need it. (f) Seek feedback from others on a regular basis. (g) Review our actions against the language of pride. <p>2. Discipline: Discipline is one of the most important personality traits in everyone's life. It refers to a set of rules and regulations which are to be followed while undergoing any task or activity. It is a way of being honest, hard-working, motivated, and encouraged while doing any task.</p> <p>3 Gratitude: In positive psychology research, gratitude is strongly and consistently associated with greater happiness. Gratitude helps people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships.</p> <p>4. Integrity: Integrity means being honest and having strong moral principles. A person with integrity behaves ethically and does the right thing, even behind closed doors.</p> <p>5. Passion: Strong amorous feeling or desire; love and affection; a strong or extravagant fondness, enthusiasm, or desire for anything: a passion for music. Passion is very much needed for excellent performance in anything we do.</p>			
ACTIVITIES			
<ul style="list-style-type: none"> 1. Meditation/ Introspection 2. Practicing Yoga 3. Reading 4. Listening music 			

CLASS X			
THEME: Geophysical Measurements	UNIT: Communication	SUBJECT: Remote-Sensing	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> The students are able to develop the following inquisitive characters : <ol style="list-style-type: none"> Investigating how a satellite "sees" objects on the surface of Earth. Asking doubts on the concepts of reflected and absorbed visible light. Feeling wonder about infrared light and how it is related to the temperature of an object and the emission of light. Exploring the ideas of spectra and false color images. Examining remote sensing images of Mars, Io, and Titan in a search for the signatures of life in the Solar System. 			
<u>PEDAGOGICAL PROCESS:</u> The students can learn through class room teaching, watching videos or documentaries. They access more knowledge through reading books and doing exercises.			
CONTENT			
<ol style="list-style-type: none"> Sensing and recording: Remote sensing is the process of detecting and monitoring the physical characteristics of an area by measuring its reflected and emitted radiation at a distance (typically from satellite or aircraft). Special cameras collect remotely sensed images, which help researchers "sense" things about the Earth Process data is called information: Digital data processing remote sensing has the advantage of speed and statistical analysis. Analyzing and applying information: Remote sensing is a technique used to collect data about the earth without taking a physical sample of the earth's surface. A sensor is used to measure the energy reflected from the earth Remote sensing for earth observation: Remote sensing is the technique of observing and analyzing objects from a distance without being in direct contact with them. 			
ACTIVITIES			
<ol style="list-style-type: none"> Visiting ISRO Computer Mapping Preparing Models Data Collection 			

CLASS: X			
THEME: Great Indian Leaders	UNIT: Heroes of the Past and Present	SUBJECT: Eminent Personalities	DURATION: 02 HOURS
LEARNING OBJECTIVES: The students are able to get inspired on knowing the life history of some great leaders. They are able to admire the good characters of the leaders and try to imbibe in them.			
PEDAGOGICAL PROCESS: The students can learn through class room teaching, watching videos and listening speeches of great leaders. They access more knowledge through reading biographies and autobiographies.			
CONTENT			
<p>1. Possess high levels of self-control: Self-control is the ability to regulate and alter your responses in order to avoid undesirable behaviors, increase desirable ones, and achieve long-term goals.</p>			
<p>2. Clarity of Ideas: The definition of clarity is the quality or condition of being clear or easy to understand. It is very easy for the listeners and spectators</p>			
<p>3. Seekers of truth: Truth-seekers courageously follow reason and evidence wherever they lead. When necessary, truth-seekers reformulate their point of view, incorporating their new knowledge. They see this behavior as one of their best attributes.</p>			
<p>4. Place courage over fear: Courage is a choice that one can make over fear. Being courageous does not mean that the person is not afraid.</p>			
<p>5. Sympathy towards self and others: Self-empathy requires greater self-awareness, discipline, and sensitivity to self-suffering and also a commitment to finding helpful solutions. Sympathy is a feeling bad for someone else because of something that has happened to them.</p>			
ACTIVITIES			
1. Mime 2. Group Discussion 3. Street Play 4. Poster Making			

CLASS: X			
THEME: Leadership	UNIT: Personality Development	SUBJECT: Characters Of An Ideal Leader	DURATION: 02 HOURS
LEARNING OBJECTIVES: The students are able to get inspired on knowing the life history of some great leaders. They are able to admire the good characters of the leaders and try to imbibe in them.			
PEDAGOGICAL PROCESS: The students can learn through class room teaching, watching videos and listening speeches of great leaders. They access more knowledge through reading biographies and autobiographies.			
CONTENT			
<p>1. Vision: Leadership vision is the ability to concentrate on the most important aspects of self or business, such as what you want to achieve and what type of leader you aspire to be. Your vision can incorporate lessons from your past, present realities that must be addressed and your future aspirations.</p> <p>2. Inspiration: Inspiration is a feeling of enthusiasm we get from someone or something, that gives us new and creative ideas.</p> <p>3. Strategic & Critical Thinking: Strategic Thinking helps in creating a strategy that is unifying, rational and involves integrative framework for decisions related to resource utilization and direction of business.</p> <p>4. Interpersonal Communication: Interpersonal communication refers to the entire process and practice of exchanging ideas, information, and even emotional experiences that can be shared between people. It is a potent and vital force that isn't just all about words.</p> <p>5. Authenticity & Self-Awareness: "Self-awareness" is about focusing our awareness on ourself. It's our ability to notice our feelings, our physical sensations, our reactions, our habits, our behaviors, and our thoughts.</p> <p>6. Responsibility & Dependability: Being responsible means being dependable, keeping promises and honoring our commitments. A responsible person takes responsibility for his or her actions.</p> <p>6. Dependability means the quality of being able to be relied on; trustworthiness or constancy</p>			
ACTIVITIES			
<ol style="list-style-type: none"> 1. Role Play 2. Essay Writing 3. Elocution 4. Group Discussion 			

CLASS X			
THEME: Indian Culture and Heritage	UNIT: Indian folk-lore	SUBJECT: Indian Folk-lore, tales, dance, music and paintings	DURATION: 02 HOURS
<p><u>LEARNING OBJECTIVES:</u> Students can understand the history of Indian folklore- literature, tales, dance music etc. and its deep impact in fostering the national feelings , particularly while fighting British. Students may be in a position to identify and appreciate the folk artists and their contribution.</p>			
<p><u>PEDAGOGICAL PROCESS:</u> Learning activity may be initiated by conducting stage shows by calling the contemporary artist besides class room teaching, watching videos and documentaries. Field trips to rural areas and historical sites may be conducted. Art clubs can be formed to inculcate creative aspects and develop cultural nationalism</p>			
CONTENT			
<ol style="list-style-type: none"> History, origin, and nature: Folklore of India comprises the folklore of the India and the Indian subcontinent. Folklore and its different varieties It includes tales, music, dance, legends, oral history, proverbs, jokes, popular beliefs, customs, and so forth within a particular population comprising the traditions (including oral traditions) of that culture, subculture, or group Classification of Indian Folk lore – Rural, Tribal and the Contemporary world. Religion and Moral stories. Folktales Indian folktales may be used to teach religious precepts or moral lessons to the young, or simply to entertain mass. Folk Practices of Hinduism Jainism Buddhism Islam Christianity etc Should be Incorporated. The Jātaka Tales of Buddhism and Jainism should be given priority. The oral tradition: It is one of the oldest continual traditions in the world. Several written compilations of Indian folk tales have been in existence for more than a thousand years, and have circulated through the Indo-European world, inspiring numerous translations and derivatives. Many of the same themes are found in the folktales of other cultures, either because of cultural contact or because they are so universal that they occur wherever people live together in a community. Indian folktales may be used to teach religious precepts or moral lessons to the young, or simply to entertain. The oral tradition is one of the oldest continual traditions in the world and still it is in practice in many parts of rural India. Folk epics –The true practices of our people in the countryside right from the epic ages – Ramayana and Mahabharata. Heroic Stories and Ballads. Dr. John Smith and his experience with oral traditions of India- Rajasthan. Oral epic, telling the story of Pabujii, has been collected by Dr. John Smith from Rajasthan; it is a long poem in the Rajasthani language, traditionally told by professional story tellers, known as <i>Bhopas</i>, who deliver it in front of a tapestry that depicts the characters of the story, and functions as a portable temple, accompanied by a <i>ravanhattho</i> fiddle. The title 			

character was a historical figure, a Rajput prince, who has been deified in Rajasthan. Folk arts of India

9. Vaishnava paintings in the Ancient India, Mughal paintings, miniatures illustrations for books or albums, emerged from Persian miniature painting, with Indian Hindu and Buddhist influences, and developed during the period of the Muslim Mughal Empire (sixteenth - nineteenth centuries). Highly colored Rajasthani miniatures, which developed simultaneously, portray Hindu deities and courtly scenes from Hindu epics, as well as scenes of everyday life.

11. Embroidery: The Embroidery of India includes dozens of regional embroidery styles varying by region. The most ornate and tedious form of Indian embroidery is the Zardosi workmanship, using metal thread to cover a fabric, usually silk or velvet, with a pattern embellished stones or beads

12. Traditional board games: A number of popular contemporary board games originated from ancient Indian games like Shatranj, Snakes, Gyanbazi, and dates to sixteenth century.

13. Cultural Nationalism (Romantic Nationalism) During British Period: Folk lore and the National Movement. Paintings by Bakimchandra Chattopadhyay, Rabhindranth Tagore, Raja Ravi Verma etc

14. Romantic Nationalism in the world - France, Germany and other parts of the world.

15. Famous Indian folk artist in the contemporary world and India – a comparative study.

16. Folk festivals such as Baisakhi, Bogi, Sankranti, Pongal etc should be celebrated.

ACTIVITIES

1. Group discussion
2. Stage Performance
3. Presentations
4. Paintings and Drawings

CLASS X			
THEME Indian Armed Forces	UNIT Indian Air Force	SUBJECT Command Structure	DURATION: 02 HOURS
LEARNING OUTCOME: The Student must be made aware of the Command Structure of the Indian Air Force. On completion the Student must be able to Differentiate between various commands and their role. He/she should be able to acquire knowledge on different Air craft of IAF.			
PEDAGOGICAL PROCESS: The student can learn through class room teaching, watching videos or documentaries, Visiting Indian AF Units			
ACTIVITIES			
Book Reading, Movies, Documentaries, Visits			

CLASS X			
THEME	UNIT	SUBJECT	DURATION:
Indian Organisations	Indian Defence Research	DRDO,HAL,NSTL,BHEL,BEL	02 HOURS
LEARNING OUTCOME: The Student must be made aware of the role of Defence research and development Organisation. The various indigenous developments and productions of DRDO,HAL,BHEL,BEL, NSTL,NPOL etc must be introduced with emphasis on Atmanirbhar Bharat			
PEDAGOGICAL PROCESS: The student can learn through class room teaching, watching videos or documentaries, Visiting carious research establishments.			
ACTIVITIES			
Book Reading, Documentaries, Visiting Fairs , Def Expo			

CLASS WISE TOPICS

Class XI

1. Harnessing the competitive spirit
2. Officer Like Qualities
3. Military Science
4. Indian Port
5. Space Science and ISRO
6. Command Structure – Indian Army

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CLASS XI			
THEME: Competitive Spirit	UNIT: Skill	SUBJECT: Harnessing the competitive spirit	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1. Cadets learn emotional and social learning through competitive spirit 2. Competition among the cadets is getting more and more either in education or in games or in getting higher course. 			
<u>PEDAGOGICAL PROCESS:</u> <ol style="list-style-type: none"> 1. Cadets need guidance to understand the difference between competitive spirit and honesty 2. Teaching cadets the right competitive attitude which will instil in them humility, respect, and confidence. 3. It helps to increase their interest in the activity and allows them to have fun while competing with others. 			
CONTENT			
<ol style="list-style-type: none"> 1. Competitive Spirit: Harnessing the 'competitive spirit' is to deliver leading outcomes requires a strong sense of awareness, focus and control. 2. Tips to harness the Competitive spirit: <ol style="list-style-type: none"> (a) Passion - "Passion is what drives you to push yourself harder than you thought possible and strive to achieve goals, propelling yourself beyond mediocrity and into the elite status." (b) Self-belief - "You must have complete faith in yourself, your talent, your abilities and your internal strength if you are to become the best possible version of yourself." (c) Pride - "Be proud of the efforts and sacrifices you make on your pathway to winning." d) Ensure your focus is laser-sharp - "Strive to deliver excellence in everything you do." (e) Measure your growth - "The teams that often succeed are the ones that are always looking to continuously improve. Never accepting "good enough" with eliminating mediocrity from your program." (f) Set high expectations - "Always keep expectations for yourself at high levels, never become complacent, and you will never lose your sense of direction." 			

ACTIVITIES
<ol style="list-style-type: none">1. Create a merit-based raffle2. Visuals to chart progress3. Interactive training4. Gather better cadet feedback

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CLASS XI			
THEME: Officer Like Qualities	UNIT: Leadership	SUBJECT: Officer Like Qualities	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1. Cadets will appreciate the OLQ which can be divided into four factors(Planning and Organising, Social Adjustment, Social Effectiveness, Dynamic) 2. 15 qualities of officers will be portrayed by the classroom teaching with examples. 			
<u>PEDAGOGICAL PROCESS:</u> The specific approaches promote the cadet-centred learning activity. The activity based approach will help cadets in learning officer like qualities.			
CONTENT			
<ol style="list-style-type: none"> 1. Effective Intelligence: Effective Intelligence refers to the ability of the person to deal with various complex situations using the available resources and find the best effective solution. 2. Reasoning Ability: It refers to the ability of the candidate to be able to think rationally and logically. It requires the person to identify the essentials of a problem, analyze it logically and arrive at the best solution. 3. Organising Ability: This refers to the clarity that a person has in his/her life. It tests the ability of a person to be able to arrange things in a systematic way and also possess skills to be able to lead a group of people in a way which leads to an effective outcome. 4. Power of Expression: This refers to the ability of a person to be able to express oneself clearly and with ease and confidence. 5. Social Adaptability: It refers to the ability of an individual to be able to adjust with different surroundings, people and groups. It also includes the attitude that a person possesses in relation with other people. 6. Cooperation: It refers to the quality of an individual to be able to participate in a work along with other people and work in co-ordination. It implies the team spirit that one is supposed to have in order to be able to work effectively with a group of people. 7. Sense of Responsibility: It refers to the quality of a person to recognise and be able to fulfill his/her duty faithfully. 8. Initiative: It refers to the quality of a person to be able to take the lead in any task. It requires a person to be able to take the first step in any task and fulfill it with complete dedication. 9. Self-Confidence: It refers to the belief that a person has on himself/herself with respect to his/her abilities to complete a given task. 10. Speed of Decision: It refers to making sensible and effective decisions in a short period of time. 			

11. **Ability to Influence the Group:** It refers the ability of an individual to be able to influence a group that he/she is leading and to be able to motivate them and inspire them to achieve the required objective.

12. **Liveliness:** It refers to the ability of a candidate to be happy and lively in every situation and have a positive attitude.

13. **Determination:** It refers to the ability of a person to not give-up despite facing odd situations.

14. **Courage:** It refers to the ability of a candidate to be brave and pursue what is right in difficult situations.

15. **Stamina:** It is the ability of a person to be able to stand any form of mental or physical strain. It requires a person to possess endurance.

ACTIVITIES

1. Psychology Test
2. GTO Task
3. Interview

CLASS XI			
THEME: Military Science	UNIT: Applied Science	SUBJECT: Military Science	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1. Concept and evolution of military studies. After studying the lesson, the cadet will be able to explain the father of military science and various strategies. 2. After studying the strategy, the cadet will be able to explain and analyse strategy and Tactical Principles of Warfare. 			
<u>PEDAGOGICAL PROCESS:</u> <ol style="list-style-type: none"> 1. It is a part of military sciences that enquires into the philosophies, conceptions, visions, aims, methods, and technologies of military education and training. 2. It is evident that military education and training will become demanding: higher technical, physical, psychological, social, cultural and ethical qualifications and competencies are needed for military operations, including the peace and humanitarian operations. 			
CONTENT			
<ol style="list-style-type: none"> 1. Military science: Military science is the study of military processes, institutions, and behaviour, along with the study of warfare, and the theory and application of organized coercive force. It is mainly focused on theory, method, and practice of producing military capability in a manner consistent with national defence policy. 2. The father of military science: Gustav II Adolf, king of Sweden (r. 1611-32), has been called the father of modern tactics because he reintroduced manoeuvre into military science. 3. Important Aspects in Military Studies: <ol style="list-style-type: none"> (a) Terrain (b) Tactics (c) Maps and Astronomy (d) Leadership (e) Logistics 4. Strategic and Tactical Principles of Warfare: Strategic and Tactical Manoeuvres - The Historical and Theoretical Development of Strategy and Tactics - Early Strategy and Tactics. - The Emergence of Modern Warfare. - The 19th Century: Theory and Technological Change - World Wars: Trench Tactics to Nuclear Strategy 			
ACTIVITIES			
<ol style="list-style-type: none"> 1. Physical training 2. Rappelling 3. Basic Field-craft camp 4. Colour Guard 			

CLASS XI			
THEME: Maritime Heritage of India	UNIT: Naval Science	SUBJECT: Indian Port	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1. Cadets will demonstrate a strong content-knowledge foundation in their specific field of study. 2. Cadets will communicate effectively in both oral and written format to convey their scientific knowledge and training. 3. Cadets will learn ports of India. 			
<u>PEDAGOGICAL PROCESS:</u> It bridges the gap between the learning of science and the teaching of science through a seamless integration of science content and science pedagogy.			
CONTENT			
<ol style="list-style-type: none"> 1. Ports of India: Ports play an important role in the overall economic development of a country. India is one of the fastest-growing and large economies in the world, with a GDP growth rate of 6.1% as of 2018-19. Approximately 95% of India's merchandise trade is done through sea ports. 2. India's Maritime Sector: India has 12 major and 200 non-major ports. Indian ports are categorised into two parts: <ol style="list-style-type: none"> (a) Major ports (under central Govt administration) and Non-Major ports (under state Govt administration). The ports in India serve as a backbone for EXIM, international trade, coastal shipping and cruise shipping. India's top export destinations are the US, UAE, Saudi Arabia, Hong Kong, China, Germany and Republic of Korea. Key commodities handled at the Indian ports are petroleum products, coal, automobile, iron ore, engineering goods, chemicals and electronics. (a) POL: 37.5% (b) Container: 20.8% (c) Thermal coal: 23.1% (d) Iron ore: 5.8% 3. Sagarmala: The Government of India has planned to modernise the country's ports through a project called Sagarmala. It is the flagship programme of the Ministry of Shipping and Waterways to promote and develop ports in the country by harnessing India's 7500 km-long coastline and potentially navigable waterways. Sagarmala can be a game changer for the maritime sector due to its focus on port-led development. 4. National Maritime Foundation 5. DGS Approved Maritime Training Institutes 			

ACTIVITIES
<ol style="list-style-type: none">1. Indian Ports and its photographs.2. Field trip.3. Seminar on Port Activity.

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CLASS XI			
THEME: Space Science	UNIT: Astronomy	SUBJECT: Space Science and its problems	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1. Acquire knowledge of the Physical universe and its evolution 2. Define and use fundamental principles and techniques of space science. 3. Understand and apply basic physics and computational techniques to solve problems in space science. 			
<u>PEDAGOGICAL PROCESS:</u> Educational systems around the world are formulating developmental and social trends and processes in order to fulfill the need to educate students.			
CONTENT			
<ol style="list-style-type: none"> 1. Introduction of space science: Space science, body of scientific knowledge as it relates to space exploration; it is sometimes also called astronautics. Space science draws on the conventional sciences of physics, chemistry, biology, and engineering, as well as requiring specific research of its own. 2. Basic Categories: There are four basic categories of space mission. <ol style="list-style-type: none"> (a) The sounding rocket is restricted to suborbital flights with maximum altitude between 35 and 1,300 mi (55–2,100 km). (b) Artificial satellites orbit the earth at altitudes between one hundred and several thousand miles. (c) Space probes travel to the moon and planets. (d) The final and most complex category is human spaceflight, of which the Apollo moon landings, the space shuttle, and the Skylab, Mir, and International space stations are the outstanding examples. 3. Problems: The problems that space science must deal with include prediction and control of trajectories and orbits, telecommunications between spacecraft and earth, spacecraft design and fabrication, and life-support systems for human spaceflight. <ol style="list-style-type: none"> (a) Whether super symmetry is a valid theory. (b) How stars hold together. (c) Is there life on other planets? (d) The origins of the universe. (e) Manned Mars missions. 4. India's contribution: India decided to go to space when Indian National Committee for Space Research (INCOSPAR) was set up by the Government of India in 1962. With the visionary Dr Vikram Sarabhai at its helm, INCOSPAR set up the Thumba Equatorial Rocket Launching Station (TERLS) in Thiruvananthapuram for upper atmospheric research. 			

Indian Space Research Organisation, formed in 1969, superseded the erstwhile INCOSPAR. Vikram Sarabhai, having identified the role and importance of space technology in a Nation's development, provided ISRO the necessary direction to function as an agent of development. ISRO then embarked on its mission to provide the Nation space based services and to develop the technologies to achieve the same independently.

5. ISRO

- (a) Vision and Mission Statements
- (b) Genesis
- (c) Organisation Structure
- (d) ISRO Centres
- (e) Autonomous Bodies
- (f) ISRO's Timeline from 1960s to Today

ACTIVITIES

1. Organizational setup – chart
2. Field trip to ISRO
3. Latest development of Space Science

CLASS XI			
THEME– Indian Armed Forces	UNIT- Indian Army	SUBJECT Command Structure	DURATION: 02 HOURS
<p><u>LEARNING OUTCOME:</u> The Student must be made aware of the Command Structure of the Indian Army, Its dispositions. On completion the Student must be able to Differentiate between, Corps, Division, Brigade, Battalion, regiment etc. He must also be able to acquire knowledge on various Equipment/Missiles in the Army Inventory</p>			
<p><u>PEDAGOGICAL PROCESS:</u> The student can learn through class room teaching, watching videos or documentaries, Visiting Indian Army Units</p>			
ACTIVITIES			
Book Reading, Movies, Documentaries,Visits			

CLASS XI			
THEME– Indian Organisations	UNIT- Indian Space Research	SUBJECT– ISRO	DURATION: 02 HOURS
<u>LEARNING OUTCOME</u> : Understanding the genesis of ISRO, Indian National Committee for Space Research (INCOSPAR), Indian Space Research Organisation (ISRO) was established in August 1969, in place of INCOSPAR. Department of Space (DOS),Satellite Instructional Television Experiment (SITE),Satellite Telecommunication Experiments Project (STEP), 'Kheda Communications Project (KCP)			
<u>PEDAGOGICAL PROCESS</u> : The student can learn through class room teaching, watching videos or documentaries, Visiting carious ISRO establishments.			
ACTIVITIES			
Book Reading, Watching Documentaries,Visits			

CLASS WISE TOPICS

Class XII

1. Time Management
2. Inter personal skills
3. Career Guidance
4. War and Heroes
5. Defence Training Establishments, ISRO

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CLASS XII			
THEME: Time Management	UNIT: Skills	SUBJECT: Time Management	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. Achieve better results through effective planning and clarifying objectives. 2. Spend more time working toward your high-value goals. 3. Refuse unreasonable requests. 4. Keep things in perspective. 			
<u>PEDAGOGICAL PROCESS:</u>			
<ol style="list-style-type: none"> 1. Organize the day by priorities. Teacher time management must start with setting priorities and organizing the day around the most important tasks. 2. Strategically plan homework assignments. 3. Avoid “loaded” procrastination. 4. Plan for potential crises. 5. Set aside personal time. 			
CONTENT			
<ol style="list-style-type: none"> 1. Time Management: “Time management” is the process of organizing and planning how to divide your time between specific activities. 2. What are time management skills? <ol style="list-style-type: none"> (a) Organisation (b) Prioritisation (c) Goal setting (d) Communication (e) Planning (f) Delegation (g) Stress management (h) Flexibility 3. Why are time management skills important? 4. How to improve time management skills? <ol style="list-style-type: none"> (a) Align your focus (b) Use Chunking (c) Determine your priorities (d) Set smart goals (e) Learn to say ‘no’. (f) Minimize distractions (g) Cut back on instant answers (h) Hold yourself accountable 			

	<ul style="list-style-type: none"> (j) Use the 20-minute rule (k) Outsource (l) Take a break
5.	<p>Benefits of Time Management</p> <ul style="list-style-type: none"> (a) Stress relief (b) More time (c) More opportunities (d) Ability to realize goals
6.	<p>Implications of Poor Time Management</p> <ul style="list-style-type: none"> (a) Poor workflow (b) Wasted time (c) Loss of control (d) Poor quality of work (e) Poor reputation
ACTIVITIES	
1.	The Big Picture Challenge.
2.	Circadian Rhythm.
3.	Time Squared.
4.	Delegation Skill Practice.

CLASS XII			
THEME: Inter personal skills	UNIT: Skill	SUBJECT: Inter personal skills	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> Communication Skills: Students will communicate effectively in writing and speaking. Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving. Analytical Thinking: Students will employ reflective thinking to evaluate diverse ideas in the search for truth. Personal and Interpersonal Skills: Students will develop an understanding across cultural differences locally, nationally, and internationally. Academic Inquiry: Students will engage independently and effectively in lifelong learning. 			
<u>PEDAGOGICAL PROCESS:</u> <ol style="list-style-type: none"> It is aimed at the development of education and the effectiveness in teaching. The social and emotional development of cadets have also become the focus of the study. It is seen from the teachers' ability to master various forms of skills which includes speaking skills, classroom control, teaching techniques and the use of effective communication. The information is analysed in an interpretive and descriptive approach based on the themes that appeared. It plays an important role in creating attractive teaching and learning process in addition to creating intimacy atmosphere, share feelings, love and caring attitude. 			
CONTENT			
<ol style="list-style-type: none"> Interpersonal Skills: Interpersonal skills are sometimes referred to as social skills people skills, soft skills, or life skills. The Importance of Interpersonal Skills <ol style="list-style-type: none"> Identify areas for improvement Focus on your basic communication skills Improve your more advanced communication skills Look inwards Use and practise your interpersonal skills in particular situations Reflect on your experience and improve 			

2. Types of Interpersonal Skills: Communication. Public speaking, Verbal communication, Conflict Management, Conflict resolution, Constructive criticism, Counseling, Mediating, Problem solving, Empathy, Caring etc

3. Methods to Improve interpersonal skills

- (a) Attend workshops or online classes
- (b) Seek opportunities to build relationships
- (c) Be thoughtful about ways your interactions could improve
- (d) Ask trusted friends or colleagues for constructive criticism.
- (e) Observe other positive interpersonal interactions
- (f) Seek mentorship

ACTIVITIES

- 1. Introducing yourself.
- 2. Listening – taking in what people say.
- 3. Listening – showing interest in people.
- 4. Responding to praise.
- 5. Responding to negative feedback.
- 6. Self-disclosure as appropriate.

CLASS XII			
THEME: Career Guidance	UNIT: Guidance and Counselling	SUBJECT: Career Guidance	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1. Cadets will understand the rationale for career guidance 2. Cadets will understand the basic knowledge and skills needed to access careers information and guidance. 			
<u>PEDAGOGICAL PROCESS:</u> It is the framework of the teacher. In that he/she introduces conceptual and practical tools for implementing comprehensive career guidance services.			
CONTENT			
<ol style="list-style-type: none"> 1. Career guidance: Career guidance can be defined as a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. 2. Benefit of Career Guidance and Key Components of Successful Career Guidance: <ol style="list-style-type: none"> (a) A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning (b) Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations) (c) Qualified leadership (d) Effective management needed to support comprehensive career guidance programs (e) A team approaches (f) Adequate facilities, materials, resources (g) Strong professional development activities using the professional knowledge and skills (h) Different approaches to deliver the program such as outreach, assessment, curriculum, program and follow-up, consultation, referral 			

3. Need of Career Guidance

- (a) Choosing the Right Career
- (b) Realization of Making a Wrong Career Decision
- (c) Focused Career Route

4. The Elements of Career Guidance

- (a) A Qualified Career Counsellor
- (b) A Secure Environment
- (c) An Agreement of Trust and Confidence

5. Advantages of career guidance

- (a) Advice from skilled people
- (b) Diverse opportunities
- (c) Ways to grow your career
- (d) Learning experience
- (e) Saves time and money

ACTIVITIES

1. Interest & preference questionnaires
2. Aptitude surveys
3. Classroom speakers
4. Mentorships

CLASS XII			
THEME: War Heroes	UNIT: Armed Forces	SUBJECT: War and Heroes	DURATION: 02 HOURS
<u>LEARNING OBJECTIVES:</u> <ol style="list-style-type: none"> 1. Reflect on and recognize that everyone is unique 2. Recognize and challenge gender stereotypes 3. Understand why stereotypes are harmful. 			
<u>PEDAGOGICAL PROCESS:</u> Developing systemic interaction between teachers and cadets aimed at achieving the set goals and leading to a pre-planned change of state, i.e., the transformation of their qualities and behaviour, personal development			
CONTENT			
Army Heroes and Their Extra Ordinary Tales of Bravery <ol style="list-style-type: none"> 1. Introduction 2. Indian War Heroes Whose Sacrifices Made Them True Legends: <ol style="list-style-type: none"> (a) MIAF Arjan Singh (b) Major General Ian Cardozo (c) Brigadier Mohammad Usman (d) Subedar Yogendra Singh Yadav (e) Rifleman Jaswant Singh Rawat (f) Second Lieutenant Arun Khetarpal (g) Major Somnath Sharma (h) Naik Jadu Nath Singh (j) Subedar Karam Singh (k) Major RamaswamyParameswaran (l) Fg Offr NJS Shekhon (m) Captain Vikram Batra 3. The heroes of 1962 <ol style="list-style-type: none"> (a) Rifleman Jaswant Singh Rawat (b) Lt Col Dhan Singh Thapa (c) SubedarJoginder Singh Sahnar 4. Heroes of 1971 Bangladesh Liberation War 5. Kargil Vijay Diwas 			

ACTIVITIES
1. Photographs 2. Newspaper cutting

DRAFT

CLASS XII			
THEME: Defence Establishments	UNIT: Armed Forces	SUBJECT: Defence Establishments	DURATION: 02 HOURS
<p><u>LEARNING OBJECTIVES:</u> After studying the lesson, the cadet will be able to</p> <ol style="list-style-type: none"> 1. Distinguish between the historic transformation of Indian Armed Forces before and after independence. 2. Recognise the roles and tasks of Indian Army. 3. Explain command, control and composition of the Indian Army. 4. Identify weapons and equipment of Indian Army 			
<p><u>PEDAGOGICAL PROCESS:</u></p> <ol style="list-style-type: none"> 1. The teaching strategies and cadets learning activities must be carefully selected to support the cadets' achievement of the lesson's content and outcomes. 2. Help teachers create curriculum military objects based on an active and modern teaching. 			
CONTENT			
<ol style="list-style-type: none"> 1. ORGANISATION OF MINISTRY OF DEFENCE <ol style="list-style-type: none"> (a) Organisational set-up and Functions (b) The Ministry and its Departments: Department of Defence (DoD), Department of Military Affairs (DMA), Department of Defence Production (DDP), Department of Defence Research and Development (DRDO) etc 2. Location of Defence Establishments in India- Army, Navy, Air force <ol style="list-style-type: none"> (a) Universities and institutes: Institute for Defence Studies and Analyses, Defence Institute of Advanced Technology, Defence Institute of Psychological Research and National Defence University (b) Inter-services organisations: Officers Training Academy, Chennai & Gaya; Indian Military Academy, Dehradun etc. 			

ACTIVITIES
1. Field trip.
2. Photographs
3. Organizational setup chart

DRAFT

CLASS - XII			
THEME	UNIT	SUBJECT	DURATION:
Indian Organisations	Indian Space Research	ISRO	02 HOURS
<p><u>LEARNING OUTCOME:</u> Understanding the genesis of ISRO, Indian National Committee for Space Research (INCOSPAR), Indian Space Research Organisation (ISRO) was established in August 1969, in place of INCOSPAR. Department of Space (DOS), Satellite Instructional Television Experiment (SITE), Satellite Telecommunication Experiments Project (STEP), 'Kheda Communications Project (KCP)</p>			
<p><u>PEDAGOGICAL PROCESS :</u>The student can learn through class room teaching, watching videos or documentaries, Visiting carious ISRO establishments.</p>			
ACTIVITIES			
<p>Book Reading, Watching Documentaries, Visits</p>			

COMMON COVERAGE FOR ALL CLASSES

- **FUNDAMENTAL DUTIES OF INDIAN CITIZENS.** The constitution of India specifies fundamental duties of Indian citizens. The attitude towards these fundamental duties can be developed through suggested activities listed below:-

- **Abide by the Constitution and respect national flag & National Anthem.**

Activity:

- Hoisting and lowering of National flag every day by school student.
- Salutation and greeting by saying “**Jai Hind**” by each student and staff.
- Singing National anthem at the end of school functions and programmes.
- Celebration of Independence Day and Republic day in a meaningful manner.

- **Follow ideals of Indian freedom struggle**

Activity:

- Role play and dramatization by students during assemblies and other Common activities
- Prominent display of photograph and brief biography of freedom fighters, National heroes and war heroes.
- Erecting Murals in the school depicting important historical events pertaining to Ancient, Medieval and Modern history

Quiz & Competitions - Activities and competitions viz quizzes about facts on patriotic things like constitution, National anthem, Cultural and National Heritage, National heroes, Freedom fighters, unsung Indian rulers who created glorious history to protect the motherland from invaders.

- **Protect sovereignty & integrity of India**

Activity:

- By organizing “Periodic Oath Taking” by each student in the morning assembly.
- ▾-Programs/ Cultural Events based on “unity in diversity”
- Making videos / Project based work by students on the theme of “Unity in Diversity”.

- **Defend the country and render national services when called upon**

Activity:

- Enrolling students in NSS, NCC and other local, regional Social service groups
- Visiting localities around school and carry out social service and awareness about social issues.
- Organizing target based social activities and inter/intra school competitions
- Martial Arts & other self defense training in collaboration with Police/ civic bodies
- Basic Fire Fighting & First Aid Training.

- **Spirit of common brotherhood & Preserve composite culture**

Activity: -Celebrating all major festivals with participation of one and all regardless of religion or community.
-Promoting cross cultural knowledge and instill respect for all cultures.
-Organising programs in liaison with Min of Culture/ GoI autonomous Societies / councils such as SPIC-MACAY, Kala Sanskriti Vikas Yojana (KSVY), and Center for Cultural Resource and Training (CCRT) etc.

- **Preserve natural environment**

Activity: - Tree plantation, development of gardens, creating medicinal plant gardens.
-Developing flora and fauna in the school
-Assigning responsibilities to maintain pollution free school campus and water bodies
-Organizing various competitions on awareness, development, sustenance of natural environment
-Showcasing documentaries, organizing guest lecturers through nearby Forest range officers
-Involvement of students in reviving / replenish ground water reserve, rain water harvesting activities
-Promoting awareness of local climate and associated activities to improve the environment.

- **Develop scientific temper**

Activity: - Set up new labs and existing labs to demonstrate emerging technology and scientific concepts.
-Organizing Intra / Inter school competitions on various scientific themes.
-Organizing and participating in science fair and giving opportunity to students to make scientific models.
-Creating science park, Atal Tinkering Lab
-Promoting and preparing Students for various national level scientific competitions viz INSPIRE MANAK, KVPY etc.
- Students to participate in science Quizzes/ events organized by various autonomous organizations under aegis of Ministry of Science and Technology.
-Visiting various center of excellence viz ISRO, Nuclear Power plants, Green energy fields etc., strategic industries / factories, state of the art scientific labs

- **Safeguard public property**

Activity:

- Involving students in annual stock taking of school property.
- Assigning responsibility of school property/ inventory, classroom inventory etc., to students with guidance and training to maintain it.
- Create student groups who will monitor all students to ensure lights, fans, ACs, Computers are switched off when not in use. Same activity to conserve water.

- **Strive for excellence**

Activity:

- Making mission and vision statement of the school and ensuring all activities around vision and mission statement of the school.
- Specify high standards of performance from staff member and students and monitor progress periodically.
- School Maintain High Standards of upkeep and maintenance of school infrastructure and facilities.

➤ **CONDUCTIVE LEARNING ENVIRONMENT IN SCHOOL**

Activity:

- All members of staff to ensure providing and sustaining a conducive school environment by taking steps towards self discipline and supportive attitude.
- Being proactive to resolve problems of the students.
- Uphold and practice Vision and Mission statement of the school and ensuring all actions towards the same.

➤ **CELEBRATE NATIONAL FESTIVALS**

Activity:

- Organize Parade and Special event on National festivals such as 15 Aug, 26 Jan etc. by making students committees and assigning them roles and responsibilities. Promote students by giving guidelines, support and ideas for celebrating national festivals.
- Sending School Parade contingent to District Level Parade Functions.

➤ **APPRECIATE UNITY IN DIVERSITY**

Activity:

- Promote concept of Geographical, Demographical, Cultural Diversified yet Unified India with its unique touch which is beneficial for the Economy, and prosperity of the country.
- Various events to be organized reviving moments wherein National Integration and unity has played a great role in maintaining peace and prosperity in the nation as well as gaining global recognition.
- Visit to national museums and monuments depicting Unity in Diversity can be planned.
- Seminars and Workshops on Ancient wealth of knowledge about mathematics, science, astronomy, geography, political science, agriculture etc., that was available in the country from early days of civilization.

➤ **VISIT MILITARY ESTABLISHMENTS, SHIPS AND AIRCRAFTS**

Activity: -Co-ordination with local Defence units, Naval Shipbuilding Yards, Naval Sailing Ships (Frigates/ Destroyers/ Aircraft Carrier etc), Air Force Fighter Base, Helicopter Units etc can be made for taking a contingent of Sainik School students on visit of those units.
-various events which are organized on the occasion of Army, Navy, and Air force Day at premier bases can be witnessed by students via live streaming on broadcasting media.

➤ **WITNESS ACTION/ ACTIVITIES OF SPECIAL MILITARY TEAMS**

Activity: -Students can be taken to witness live action by specialist teams of all three forces viz. Cavalry Regt action, Akashganga Sky Diving Team, Sarang Helicopter acrobatic Team, Suryakirans (SKAT), Vayushakti, RD Parade etc

➤ **DISPLAY OF WAR TROPHIES AND MILITARY EQUIPMENT IN THE SCHOOL**

Activity: -Centralized allotment of War Trophy/ TTLE aircraft/ Decommissioned ship/boats to take place for each school by all three services HQ

➤ **SCHOOL BUILDING NAMES, HOUSE NAMES, ETC. AFTER NATIONAL HEROES (MILITARY/ CIVIL)**

Activity: -Various buildings of the school including Academic Block, Admin Block, Hostels, Infirmary (Hospital), Cadets Mess etc to be named after national heroes who have played a key role in peace/war times.

➤ **ORGANIZE GUEST LECTURES BY RENOWNED NATIONALISTIC INDIVIDUALS AND GALLANTRY AWARD WINNERS**

Activity: -Various Guest Lectures can be organized by the school of renowned personalities, achievers, Social Issue workers, Gallantry Award Winners to share their experience, challenges and how they came over them and emerge victorious.

➤ **INSTILL MILITARY BEARING IN THE STUDENTS.**

Activity: -Periodic PT, Parade (Drill), Gymnastics, Yoga etc to be practiced by the students which will help in instilling a sense of Military Bearing and regiment among the students.

➤ **INSTILL DINING ETIQUETTES IN THE STUDENTS.**

Activity: -Students are to be trained on Mess/ Dining etiquettes starting from saying "Food Prayer" and how to smartly use available crockery/cutlery while having a seated dinner together in a disciplined manner. If possible, students can be sent to

Military Units attend various formats of seated military meals (Dining Night/ Mess Night/ Station Reception etc)

➤ **INSTILL A SENSE OF HYGIENE AMONG THE STUDENTS.**

Activity: -Students can be trained on “Hygienic Aspects” by introducing them to high level of personal hygiene from junior classes, concept of “Swachhta”, maintaining surrounding areas clean, proper waste disposal, ensuring daily classroom cleanliness at the start and closure of the day in school.

➤ **INSTILL SPIRIT OF ADVENTURE AMONG THE STUDENTS.**

Activity: -Students be trained on adventure activities from the junior classes onwards by gradually introducing them to Rock Climbing, Cycling Expeditions, Swimming, Parasailing, Gliding, Mountaineering etc and organizing various “Outdoor Activities” for the students as feasible

➤ **INSTILL “PRIDE IN UNIFORM” AMONG THE STUDENTS.**

Activity: -Students be trained on taking pride in uniform by ensuring personal grooming, wearing and maintaining spic & span uniform
-Accoutrements / Specific Badges to be awarded in a ceremony witnessed by all students

➤ **INSTILL “OUTSTANDING COMMUNICATION SKILLS” AMONG THE STUDENTS.**

Activity: -Students be encouraged to develop Verbal, Non- Verbal communication skills from junior classes onwards
- To provide good confidence in speaking, students may be given responsibilities of ” Master of Ceremony” organizing various in house school activities viz. Annual Day etc
-Student will be encouraged for good behavior with one and all in day to day communication including superiors, teachers, colleagues, guests, parents etc

➤ **DEVELOP “CAMARADERIE/ BROTHERHOOD” AMONG THE STUDENTS.**

Activity: -A sense of camaraderie/ brotherhood/ bonding can be developed by regular interaction and various inter house, inter school, intra school events
-Promote “All for One & One for All” Concept among all students

BEST PRACTICES - SELF ASSESSMENT/ MONITORING BENCH MARKS

CORE PRIMARY FOCUS

Purpose of Education.

1. NEP 2020 brings out that, Education is fundamental for achieving full human potential. Providing access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Education must move more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.

Focus of Education.

2. Effort of the schools should be focused towards making education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

3. Emphasis must be given on conceptual understanding rather than rote learning and learning-for-exams; creativity and critical thinking to encourage logical decision-making and innovation; ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice; promoting multilingualism and the power of language in teaching and learning; life skills such as communication, cooperation, teamwork, and resilience; creativity and critical thinking to encourage logical decision-making and innovation;

DIMENSIONS

4. Based on the above guidelines contained in NEP 2020, and other important aspects of school management, various dimensions of planning execution and monitoring the Teaching Learning and Organizational management are listed below:

(a) **Mission Statement.** State and describe the vision and mission of the School as one entity. All students and staff must be well conversant with the mission and work cohesively to achieve the same.

(b) **Collaboration.** Maintain high level of communication and collaboration among students, parents, staff, various departments/ sections and alumni of the school.

(c) **Specific Objectives.** List out measurable Specific Objectives separately in all areas of:

- Learner Centered Teaching learning process under the broad guidelines of NEP 2020.
- Extra Curricular Activities and participation in local, state and national level ECA competitions.
- Sports and participation in local, state and national level Sports competitions.
- Value based teaching/ learning.
- Skill learning.
- Self learning and self development.
- Developing attitude for physical and mental health consciousness.
- Physical fitness and outdoor activities.

(d) **Performance Level.** List out high standards of specific performance level of School management, Students, Teachers, Admin Staff.

(e) **Align all Standards.**Curriculum, Teaching – Learning process and assessment must remain aligned with the stated standards.

(f) **Action Plan.** Prepare separate action plan for achievement of each specific objectives and specified performance level in each area. Device plan to monitor progress and performance in each area periodically.

(g) **Professional Development.** The school must plan and provide opportunities for professional development of each staff member.

(h) **Conducive Environment.** Maintaining a conducive, caring and supporting environment is essential for all schools. Also, developing and maintaining mutual trust/ relational trust is to be a key area.

(g) **Feedback Mechanism.** The school must implement a robust, free and frank feedback mechanism at all levels to maintain high level of trust and transparency .Each Feedback/ suggestions received must be examined and the significant ones must be implemented.

(h) **Medical Emergency and Disease Management.** All inclusive plan and collaborative efforts in medical emergency handling, disease management, infectious disease/ epidemic / pandemic prevention and management must be implemented.

COMMON COVERAGE FOR ALL CLASSES

FUNDAMENTAL DUTIES OF INDIAN CITIZENS

OBJECTIVE	ACTIVITY	MODE	PERIODICITY	DURATION	OUTCOME
1. Abide by the Constitution and respect National Flag & National Anthem.	<ul style="list-style-type: none"> Hoisting and lowering of National Flag every day by school student. Salutation and greeting by saying “Jai Hind” by each student and staff. Singing National Anthem at the end of school functions and programmes. Celebration of Independence Day and Republic day in a meaningful manner. 	Collective task in rotation	Daily	5-10 Min	Learners will be acquainted with the fundamental duties and the moral obligations of every citizen to promote the spirit of patriotism and hold the unity of India.
		Individual Practice			
		Organizing Events	Yearly	2 Hrs	
2. Follow ideals of Indian freedom struggle	<ul style="list-style-type: none"> Role play and dramatization by students during assemblies and other Common activities Prominent display of photograph and brief biography of freedom fighters, National Heroes and war heroes. 	During School Assembly	Once in a month	10 minutes	Learners will be acquainted with the art of taking a stand for what they believe in, power of team-work, communication skill, dreaming for the future
		Display of Photos, Murals in the campus			

	<ul style="list-style-type: none"> Erecting Murals in the school depicting important historical events pertaining to Ancient, Medieval and Modern history Quiz & Competitions-Activities and competitions viz quizzes about facts on patriotic things like constitution, National Anthem, Cultural and National Heritage, National Heroes, Freedom fighters, unsung Indian rulers who created glorious history to protect the motherland from invaders. 	<p>by the School Management.</p> <p>By conducting Quiz and competitions on the subject at the school level.</p>	On selected occasions	1Hr	action oriented skills.
3. Protect sovereignty & integrity of India	<ul style="list-style-type: none"> By organizing “Periodic Oath Taking” by each student in the morning assembly. Programs/ Cultural Events based on “unity in diversity” Making videos / Project based work by students on the theme of “Unity in Diversity”. 	<p>During School Assembly</p> <p>Organising Cultural Events</p>	<p>On Periodic interval.</p> <p>On Periodic interval</p>	<p>10 minutes</p> <p>1 Hr</p>	Learners will get the ideas about Duties of citizen, reasonable restrictions on the freedom of speech and expression, duties of protecting the sovereignty and integrity of India.

<p>4. Defend the country and render National services when called upon</p>	<ul style="list-style-type: none"> • Enrolling students in NSS, NCC and other local, regional Social service groups • Visiting localities around school and carry out social service and awareness about social issues. • Organizing target based social activities and inter/intra school competitions • Martial Arts & other self-defense training in collaboration with Police/ civic bodies • Basic Fire Fighting & First Aid Training. 	<p>By organizing talks and activities based on the same.</p> <p>By liaison with Police/ Civic Bodies</p> <p>By liaison with Hospital/Police/ Fire Stn and organizing such activities of training at the school level.</p>	<p>On every sunday</p> <p>On Periodic interval.</p> <p>On Periodic interval.</p>	<p>Throughout Entire Academic Period</p> <p>1 Hr</p> <p>1 Hr</p> <p>1 Hr</p>	<p>Learners will be able to generate the feeling that every normal citizen should be ready to hold arms for the protection of the sovereignty and integrity of India. They will be able to follow the idea of promotion of equality and fraternity.</p>
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5. Spirit of common brotherhood & Preserve composite culture	<ul style="list-style-type: none"> • Celebrating all major festivals with participation of one and all regardless of religion or community. • Promoting cross cultural knowledge and instill respect for all cultures. • Organising programs in liaison with Min of Culture/ Gol autonomous Societies / councils such as SPIC-MACAY, Kala Sanskriti Vikas Yojana (KSVY), and Center for Cultural Resource and Training (CCRT) etc. 	<p>By celebrating Major festivals and Community / Cultural Programs in the school.</p> <p>By organising such type of the activities in liaison with SPIC-MACAY, CCRT.</p>	<p>On the date on Celebration (as per school calendar).</p> <p>On selected occasions.</p>	<p>1 Hr</p>	<p>Learners will assimilate the way to promote the harmony and the spirit of common brotherhood among all the people of India transcending religious, linguistic and regional or section diversity.</p>
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6. Preserve natural environment	<ul style="list-style-type: none"> • Tree plantation, development of gardens, creating medicinal plant gardens. • Developing flora and fauna in the school • Assigning responsibilities to maintain pollution free school campus and water bodies • Organizing various competitions, campaigns and associated activities on awareness, development, sustenance of natural environment, climate • Showcasing documentaries, organizing guest lecturers through nearby Forest range officers • Involvement of students in reviving / replenish ground water reserve, rain water harvesting activities 	<p>By initiating special drive for plantation in the local areas with the help of NCC/Forest Dept/ Ayurveda Dept.</p> <p>By organizing awareness program/ campaigns for environmental protection.</p>	<p>On periodic interval.</p> <p>On world Environment Day, Ozone Day, Water Day etc.</p>	<p>1 Hr</p> <p>Daily Task</p> <p>1 Hr</p> <p>1 Hr</p>	<p>Learners will follow the steps to protect and improve the natural environment including forest, lakes, rivers and wild life, and to compassion for living creatures.</p>
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<p>7. Develop scientific temper</p>	<ul style="list-style-type: none"> • Set up new labs and existing labs to demonstrate emerging technology and scientific concepts. • Organizing Intra / Inter school competitions on various scientific themes. • Organizing and participating in science fair and giving opportunity to students to make scientific models. • Creating science park, Atal Tinkering Lab • Promoting and preparing Students for various National level scientific competitions viz INSPIRE MANAK, KVPY etc. • Students to participate in science Quizzes/ events organized by various autonomous organizations under aegis of Ministry of Science and Technology. 	<p>By organising Mega Expo and science exhibition in the school.</p> <p>By motivating the learners to participate in Science Exhibition, INSPIRE award, ATL activities and other DST projects.</p> <p>By conducting Quiz on recent advancements in Science.</p>	<p>On periodic interval.</p> <p>Especially on Science Day, Raising Day of the school.</p> <p>As & when organized</p>	<p>Learners will develop the spirit of generation of inquiry based idea and art of believing the facts based on experimental verification. They will be able to maintain spirit of humanity on an individual as well as collective level and reform in order to adopt the prevailing changes in the society.</p>
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	<ul style="list-style-type: none"> Visiting various center of excellence viz ISRO, Nuclear Power plants, Green energy fields etc., strategic industries / factories, state of the art scientific labs 	By organising motivational tour to CSIR laboratory, ISRO and other science research Centers	Once in a year		
8. Safeguard public property	<ul style="list-style-type: none"> Involving students in annual stock taking of school property. Assigning responsibility of school property/ inventory, classroom inventory etc., to students with guidance and training to maintain it. Create student groups who will monitor all students to ensure lights, fans, ACs, Computers are switched off when not in use. Same activity to conserve water. 	By organising lectures on the topic in the school assembly.	<p>Annually</p> <p>On periodic Interval</p> <p>Daily</p>		<p>Learners will know the responsibility to protect the public property from harm.</p> <p>Learners will also refrain themselves from doing violence and maintain peace and harmony in society by following the path of non-violence.</p>

9. Strive for excellence	<ul style="list-style-type: none"> • Making mission and vision statement of the school and ensuring all activities around vision and mission statement of the school. • Specify high standards of performance from staff member and students and monitor progress periodically. • School Maintain High Standards of upkeep and maintenance of school infrastructure and facilities. 	By organising motivational lecture in the leisure time.	On periodic Interval.	45mins-1hr	Learners will be able to adopt hard work with consistency in order to achieve excellence in all spheres of the world. They can work with their full potential and collective attitude.
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CONDUCTIVE LEARNING ENVIRONMENT IN THE SCHOOL

1. Cultivation of environment of self-discipline and supportive attitude	<ul style="list-style-type: none"> • All members of staff to ensure providing and sustaining a conducive school environment by taking steps towards self-discipline and supportive attitude. • Being proactive to resolve problems of the students. • Uphold and practice Vision and Mission statement of the school and ensuring all actions towards the same. 	By conducting sessions on life skills and on the subject how to make conducive environment in the school.	On periodic Interval.	NA	By establishing conducive environment in the school emotional and behavioral regulations of the learners will be automatically up to desired level. Learners will acquire motivation that will lead to glorification of their personality.
2. Celebrate National Festivals	<ul style="list-style-type: none"> • Organize Parade and Special event on National Festivals such as 15 Aug, 26 Jan etc. by making students committees and assigning them roles and responsibilities. Promote students by 	By celebrating the National Festivals in the school.	On the day/date of Celebrations.		It will inculcate in the learners the respect for India's rich heritage and diversity and also to reinforce in them National Pride and respect for all.

	<p>giving guidelines, support and ideas for celebrating National Festivals.</p> <ul style="list-style-type: none"> • Sending School Parade contingent to District Level Parade Functions. 				
3. Appreciate unity in diversity	<ul style="list-style-type: none"> • Promote concept of Geographical, Demographical, Cultural Diversified yet Unified India with its unique touch which is beneficial for the Economy, and prosperity of the country. • Various events to be organized reviving moments wherein National Integration and unity has played a great role in maintaining peace and prosperity in the nation as well as gaining global recognition. • Visit to National Museums and monuments depicting Unity in Diversity can be planned. • Seminars and 	By organising talks on the subject in the school assembly as well as in the classroom.	Once in a week.	1hr	<p>Will dispel negative stereotype and personal biases about different groups</p> <p>Learners will acquire cultural unity and will respect "Ways of being" that are not necessarily their own.</p>

5. Witness action/ activities of special Military Teams	<ul style="list-style-type: none"> Students can be taken to witness live action by specialist teams of all three forces viz. Cavalry Regt in action, Akashganga Sky Diving Team, Sarang Helicopter acrobatic Team, Suryakirans (SKAT), Vayushakti, RD Parade , Field firing etc. 	By organising motivational tour to witness activities of special Military Team.	Once in a year	NA	Learners can dream to join Indian armed forces in the Officers' cadre to enjoy the career with adventure. The will imbibe the group dynamics, co-operation, team efforts displayed in live action of specialist team.
6. Display of War trophies and Military equipment in the school	<ul style="list-style-type: none"> Centralized allotment of War Trophy/ TTLE aircraft/ Decommissioned ship/boats to take place for each school by all three services HQ 	By conducting a session on the subject.	-	NA	As war trophies and Military equipment represent a token of evidence of victory, valor, skill it will stimulate the potentials of the learners to make career in Indian Armed forces especially in the Officers' cadre.

7. School Building names, House names, etc. after National Heroes (Military/ Civil)	<ul style="list-style-type: none"> Various buildings of the school including Academic Block, Admin Block, Hostels, Infirmary (Hospital), Cadets Mess etc. to be named after National Heroes who have played a key role in peace/war times. 	-	-	NA	<p>It will remind the learners to achieve the goal what great personalities have achieved in their life and now they are the role model for the generations.</p>
8. Organize guest lectures by renowned Nationalistic individuals and Gallantry Award winners.	<ul style="list-style-type: none"> Various Guest Lectures can be organized by the school of renowned personalities, achievers, Social Issue workers, Gallantry Award Winners to share their experience, challenges and how they came over them and emerge victorious. 	<p>By organising the lecture by Renowned Nationalists and Individuals and Gallantry Awards Winners.</p>	<p>On special Occasions.</p>	<p>45mins-1hr</p>	<p>Learners will be able to replicate the ideas, thoughts delivered by renowned Nationalistic individuals and Gallantry Award winners and they will translate the same in their combined action with thoughts.</p>